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Nonprint Media Production in Secondary Schools.

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ABSTRACT

The purpose of the study was to determine the current status of nonprint media production in the public secondary schools. A questionnaire was administered to the media specialists/librarians at all Louisiana schools containing grades seven through twelve including schools listed as junior highs containing the sixth grade. A 90.909 percent response rate was achieved.

Findings included the following: (1) In the order of occurrence, nonprint media produced in the public secondary schools of Louisiana were: overhead transparencies; cassette and/or reel to reel audio tapes; video tapes; photographic slides and photographic film development; slide/tape programs; computer programs; and 8mm films; (2) In schools producing nonprint media, teachers followed by media specialists/librarians were performing the majority of production work; (3) All schools had facilities or equipment available that could be used for nonprint media production. Overhead transparencies, audio tapes, and photographic slides were the nonprint formats with the most available equipment; ½" video tape equipment and computer equipment seemed to be increasing in school availability; (4) The primary items supplied for nonprint production in the public secondary schools were overhead transparency materials and audio tapes; (5) District level nonprint media production was available in a majority of schools. Funding for nonprint media production was primarily from the district level followed by school generated sources; (6) Principals, teachers,

media specialists and students were very receptive to the concept of nonprint media production; and (7) The majority of faculty members had the skills to produce overhead transparencies; some faculty members had the skills necessary to produce audio tape recordings; but most faculty members did not have the skills necessary to produce photographic slides, slide/tape programs, video tapes, 8mm films, or computer programs.

The following nonprint media production recommendations were made: (1) Increased state support is needed; (2) Preservice and inservice training for school faculty members should be provided; (3) Students should be provided with information regarding nonprint media production; (4) Special attention should be given to video and computer technologies as emerging trends impacting schools; and (5) Further research should be conducted to determine the factors influencing nonprint media production in schools.

CHAPTER 1

INTRODUCTION

Locally produced nonprint media are a viable and a frequently needed alternative to commercially produced media. These materials whether developed by teachers, students, media specialists, or technicians can be tailored to meet local needs thus providing valuable media resources that otherwise would be unavailable. Locally produced materials should not attempt to compete with commercially produced materials in certain areas. Commercially produced materials are preferable if the subject would not be accessible, if the project would be technically difficult to execute, and if purchasing comparable materials would be more economical (Brown, Norberg, Srygley 1972; Kemp 1980; Langford 1973).

The techniques necessary to produce nonprint media are known. Numerous publications exist dealing with all aspects of production. Courses in production can be taken at many colleges and universities. Inservice workshops and faculty/staff development projects are other avenues utilized in media production training.

Authorities in the field have recognized that the production of media belongs in the schools (Brown, Norberg, Srygley 1972; Davies 1974; Kemp 1980; Langford 1973). Educational media professionals and librarians have addressed this issue in Media Programs: District and School, a joint publication of the Association for Educational Communications and Technology and the American Association of School

Librarians. These standards have firmly established that media production should be in the schools along with the more acknowledged services of print and nonprint selection and circulation (AASL/AECT 1975).

Some schools do produce instructional media materials but the percentage of those schools that produce materials is small compared to the total possible. Callison (1973) found a high percentage of responding schools in a Kansas survey reported little or no involvement by the media staff, teachers, or students in the four basic types of electronic media production measured (transparencies, 8mm motion pictures, slide-tapes, and video tapes). When production was reported, less than ten percent of the faculty members or student body was involved. Schools reporting full-time media personnel, inservice training, available equipment, and adequate funding reported a higher frequency of electronic media production than schools without such resources. Schools with large enrollments reported a higher frequency of production than schools with small enrollments.

The Problem

Statement of the Problem

The purpose of the study was to determine the current status of nonprint media production in the public secondary schools of Louisiana. The following questions were answered: (1) What nonprint media are being produced in the schools; (2) In schools producing nonprint media, who is doing the actual production work; (3) What facilities, equipment, supplies and services are available in the

schools for the production of nonprint media; (4) As perceived by the school media specialist, are principals, teachers, media specialists and/or students receptive to the concept of school nonprint media production; and (5) As perceived by the school media specialist, do faculty members have the skills to produce nonprint media?

Delimitations of the Study

This study was limited to a survey designed to gather information regarding the status of nonprint media production in the public secondary schools in Louisiana. A media specialist at each of these schools was surveyed. These schools were identified from information provided by the Louisiana State Department of Education and from the Louisiana School Directory Bulletin 1462, 1980-81 (Louisiana 1980). The population contained schools with grades seven through twelve including schools listed as junior highs containing the sixth grade. The population was thus restricted to preclude data from elementary settings. Schools in three parish (district) school systems were eliminated due to school grade level organizational patterns that resulted in failure to meet the stated secondary school criteria.

Definition of Terms

Louisiana Educational Employees Professional Improvement Program:

> The Professional Improvement Plan, Act 207, was enacted during the Regular Session of the Louisiana Legislature in 1980. This legislation (Act 207) was designed to encourage continuing educational endeavors by public school teachers through a five year plan by providing salary incentives (Louisiana 1981).

Media:

"All of the forms and channels used in the transmittal process." (AASL/AECT 1975) Media includes both print and nonprint formats.

Media Specialist:

"A person with appropriate certification and broad professional preparation both in education and media with competencies to carry out a media program. The media specialist is the basic media professional in the school program." (AECT/AASL 1975) The titles of school librarian and school media specialist refer to the same work activities including both print and nonprint media.

Nonprint:

Nonprint refers to materials other than printed matter. Examples of nonprint materials are filmstrips, video-tapes, overhead transparencies, and 2" X 2" slides.

Off-the-Air:

Off-the-air refers to television signals broadcast by commercial and public stations. These off-the-air signals are the traditional method of receiving television signals for home viewing.

Production:

Production is the act of creating nonprint media materials.

Significance of the Study

No descriptive research had been conducted to determine the status of nonprint media production in Louisiana schools. Data gained as a result of this study should provide input into college and university curricula, identify special areas to be addressed by programs, such as the Louisiana Educational Employees Professional Improvement Program, and provide a means for comparison and for awareness about media production among Louisiana public secondary schools. As a follow-up activity, a resource list of schools producing nonprint

materials could be compiled. The investigative survey added significantly to the information available about school nonprint media production.

Source and Treatment of Data

The descriptive survey method was used to gather data to assess the existing status affecting the production of nonprint media in the public secondary schools of Louisiana. Information was solicited from a media specialist at each of the public secondary schools. A questionnaire was used to gather the information. The survey instrument was validated by administering it to graduate classes in educational media at Louisiana State University and by a review by selected professionals in the field.

The questionnaire was administered during the 1981 Fall semester. One week after the initial questionnaire mailing, a postcard follow-up was mailed as a thank you for those who had already responded and as a reminder to those who had not responded. Three weeks after the original mailout a second follow-up letter was mailed to those who had not responded. The final follow-up was sent seven weeks after the initial mailing.

Questionnaires were numerically coded to prevent follow-up mailings to those who had responded. A letter accompanying the obviously coded questionnaire informed participants of the coding procedure as well as provided general information about the purpose and importance of the study (Dillman 1978).

Information solicited concerned the following elements: (1) What materials are being produced; (2) Who is performing the nonprint

production work in the schools; (3) What are the available resources for nonprint media production; (4) Are students, faculty and administrators receptive to the production of nonprint media; and, (5) Do faculty members have the necessary production skills to produce nonprint media?

Data obtained were used to develop tabular profiles on the status of nonprint media production in the public secondary schools of Louisiana.

CHAPTER 2

RELATED LITERATURE

By reviewing the literature on new and developing technologies, the media specialist can become better informed and thus prepared for the possible impact of these technologies upon education. As stated by Pipes (1981a:8) "you can't get through life as a media specialist without keeping close tabs on what's happening in the audiovisual industry."

> In 1456, Gutenberg's press made mass literacy possible. This was the medium that enabled the human race to take giant steps in terms of education, information, and social advancement. Not since that remarkable milestone has such an equal opportunity been possible. The electronic revolution offers a similar opportunity. (Wallisch 1981:50)

In April, 1956, the television industry was revolutionized by the Ampex Corporation. The ability to record television images on magnetic tape had been achieved. "From the beginning, videotape recording grew into a billion dollar industry that touches our lives in some way every day." (Ginsburg 1981:42) The original format has changed but the impact of videotape recording has not. Of the various videotape formats, the 3/4" U Matic has been deemed more suitable for production recording and post production for schools. When compared to the newer ½" Beta and VHS formats, the 3/4" U Matic has the advantage of inherent technical quality and compatibility with various brands of equipment. The one-inch and two-inch formats, although superior in quality, are usually the province of broadcast television or very sophisticated production facilities (Tepfer 1980).

Changes have been occurring rapidly in the video field. Sony Corporation recently demonstrated a new image system it calls HDVS (High Definition Video System). The image is based on 1,125 scanning lines and sixty fields per second as compared with the current standard of 525 lines and sixty fields. Proponents of the HDVS image indicate that it will provide high resolution and that it will have an impact on the film making industry; the new system will provide all the benefits of video production (more cost effective, easier editing, electronic graphics) but with no loss in picture quality. HDVS has been called "electronic cinematography" by leaders in the film industry. It is expected to affect post-production video techniques by allowing zooming and trimming without loss of image quality (EITV 1981b).

Several companies have introduced miniaturized videotape camera/recorders that resemble in size and function an 8mm camera. Sony, Technicolor, Hitachi, and Matsushita have all shown these protypes. "The protypes differ most noticeably in tape width, but, in each case, cassettes approximate the size of a Phillips audio cassette." (Hope 1981:14)

Video advances have been steady and continual throughout the years:

> Regular as clockwork, technical progress has replaced tubes and tuning mechanisms with transistors and printed circuitboards and microprocessors; has enhanced the quality of picture, color, and sound; has introduced better cameras and tape-editing equipment to refine the broadcasts themselves.
>
> .....
>
> We have a choice of models and screen sizes, from five feet (and more) to five inches (and less). Tiny battery-powered portables go to the beach; large-screen units go to meetings. Almost upon us is an item of our fantasies: Seiko has developed a wrist-watch TV with a 1" X 1½" black and white screen. (Pipes 1981b:9)

The audio or sound portion of a television broadcast has traditionally been poorer in quality than has the video portion but audio has been receiving a great deal of attention. "The FM band is capable of reproducing very realistic broadcast audio, and yet the audio signal of the majority of television programming is decidedly inferior when compared to the quality of the video." (Woolf 1981:32)

Television audio continues to be explored as a stereo medium. Pipes (1981b:9) wrote "on the horizon: Japan, which already broadcasts in stereo, plans to introduce television sets with capability for receiving two channels into U.S. markets; and AT&T already has applied to transmit stereo signals to TV stations." Woolf (1981:34) provided further details about stereo television when he stated:

> The future for stereo television looks bright all around. Field testing is now underway at WTTW in Chicago for a broadcast stereo system. The FCC will use these tests to help in selecting a stereo broadcast standard, perhaps even before the end of 1981. The establishment of a stereo broadcasting standard will open up aural vistas for producers, broadcasters, and viewers.

Audio digital recording has received attention in recent years. According to Messerschmid (1980:51) "with computer technology as its starting point the trend towards digitalization is establishing itself. . . ." As explained by Pipes (1981a:9) "digital recording, by translating sound into numerics, virtually eliminates distortions in laying down and duplicating sound." In analog recording, the usual method of audio recording, the sound waves are converted to electrical energy and then back into a sound wave (Gray 1980). Digital recording, an entirely different process, was explained by Gray (1980:38) as follows:

> With digital processing, the original sound wave is analyzed thousands of times a second, and each sample is assigned a numeric value; the numbers are then converted into binary 14-bit codes. The hour-long recording is composed of up to six billion bits encoded along a helical track of pits. This high density of information produces nearly perfect reproduction.

Not only can this transfer to numbers be accomplished with audio signals but also with video. There have been digital video prototypes since 1974, but recently great strides have been made in their development. The problem of tape consumption seems to have been solved with a 300 megabits per second tape rate. The anticipated difficulty will be in the standardization of the numerous parameters involved other than tape rate in digital tape recording (Connolly 1981). The advantages in digital recording are valuable. Because of the high density and numeric (digital) format, multiple generations can be made without loss of quality (Reiffel 1981:15). Or as stated by Messerschmid (1980:51) "the digital signal is not affected by noise and interference. This enables it to be regenerated and--in the case of magnetic tape--to be copied without being affected by reductions in quality levels."

Different methods of video signal transmission have been utilized. Low-power television (LPTV) "could result in thousands of new TV stations, is designed to increase TV service to areas that are now underserved. . . ." (Broadcast 1980:8) Low-power stations would have a limited broadcast coverage area but they would be significantly more economical to set up and run than the regular VHF or UHF stations. Currently, no restrictions exist on program types and no national networks can own LPTV stations (Broadcast 1980). The Federal Communications Commission (FCC) granted a license under the LPTV

procedings but called a halt to further applications after being flooded with responses (Broadcast 1981).

Satellite transmission continues to expand. The Federal Communications Commission has authorized the construction of twenty-five new domestic satellites and the launch of twenty of them. Thomas (1981c:80) provided the following information:

> When all of the new birds are launched, there will be a net increase of 20 satellites with a total of 442 additional transponders. Some of the new satellites will replace those already in orbit, but a 55% increase in transponders over the next couple of years is significant.

Satellite transmission is more economical than transmission by land lines. Even more economical rates are available during nonprime time hours of 2:00 A.M. to 4:00 P.M., hours that could be utilized by educational organizations (Thomas and Thomas 1981c). Major corporations are investing in satellites by buying transponders. Dow Jones, the parent company of the Wall Street Journal, will purchase two of twenty-four transponders on Westar V, a satellite, to be used for expanded facsimile transmission of their paper to printers across the country and for other communication uses. To purchase the transponder space is more economical and the potential problem of future escalating telephone prices is avoided (Thomas and Thomas 1981b).

The Federal Communications Commission has approved another variation of video transmission, direct broadcast by satellite (DBS). The Comsat Corporation had a service approved that will broadcast via satellite three channels of programming directly to viewers beginning in 1985. The viewer will have to have the appropriate hardware (a satellite dish) to receive the signal (EITV 1981a).

Broadcast television courses for college credit have received support. "The Annenberg School of Communications at the University of Pennsylvania has advanced $300,000 to the task force setting up its $150 million university of the air. The grant . . . will be administered by the Corporation for Public Broadcasting." (EITV 1980:6) Courses will be carried by National Public Radio and by the Public Broadcasting Service. The programs will be aimed at high school graduates interested in taking undergraduate college courses related to a degree program (EITV 1980). Courses may be applied towards undergraduate degrees in social and behavioral science, humanities, technology, and management at participating institutions (EITV 1981a).

Cable television, another means of transmitting video, has made an impact. Community Antenna Television (CATV) began in 1950, in Lansford, Pennsylvania. Lansford was unable to get good television reception due to surrounding hills. The residents combined efforts to build a large antenna on a hilltop; the signal was transferred to the community for a fee. The concept has now expanded to additional services including satellite transmissions, new movies, special sports events, and locally produced programming. Cable companies are franchised locally and often provide special benefits to educational institutions such as free cable drops and access to programming origination (Bloch 1981).

> Because of the highly competitive climate that currently exists, many cable companies are promising the schools, libraries, or government structures in their communities a cable channel which they can program to suit their needs--in addition to the already existing public access or local origination (l.o.) channel. Such offers can be a communications and/or public relations bonanza for the institutions in the community which are ready to take advantage of them. (Dyki 1981:40)

The potential of cable is increasingly evident. The major networks have invested in pay cable ventures; RCA, the parent company of NBC, has recently joined ABC and CBS in the pay cable field (Broadcast 1981).

The videodisc topic saturates current literature. "Videodisc is nothing more than a device capable of storing, on a 12-inch disc, massive amounts of information that can be rapidly retrieved." (Clement 1981:12) Love (1979:18) wrote "the idea of encoding both visual images and audio signals on a 12-inch LP started . . . as long ago as 1927, with serious research beginning in the late 1950s."

Videodiscs have arrived on the scene. The first system available was the laser optical type by the MCA Corporation and N. V. Phillips. Love (1979:18) explained the operation of the laser system as the following:

> A low-powered laser beam tracks the disc's electronic imprints of sight and sound, less than a millionth of an inch apart, and, reflects them back through a mirror-and-prism system. No stylus touches the disc, so there are none of the wear-and-tear or scratching problems associated with ordinary records.

The laser-read videodisc has freeze frame, slow motion, forward and reverse, stereo capability, and random access (Labrie 1981). According to Clement (1981:12) "this type of videodisc player can randomly access any of the 54,000 frames on the disc in less than five seconds." Butler (1981:16) stated these statistics in a slightly different manner citing that the videodisc is "99.9 percent reliable in randomly searching up to 54,000 multiformatted frames, and takes an average of 2.3 seconds to do it. . . ." In still another approach Winslow (1981:38) wrote the following:

> On one 30-minute side of an optical videodisc, you have the potential for 54,000 stills, alone or in combination--that's 675 80-slide carousel trays, or 30 300-page textbooks. . . , or 3.5 million or so X 54,000 bits of computer information.

The optical videodisc software is very durable. As stated by Butler (1981:18) "the disc can be played an infinite number of times. One engineer has predicted that the lifetime of the disc is 500 years or until the elements in the disc itself decompose from age." In describing the optical videodisc Love (1979:18) stated that "theoretically, the disc is so sturdy that you could toss it around the yard like a Frisbee, come inside and serve hors d'oeuvres on it, then wipe it off and play it."

There are other videodisc formats. In March, 1981, RCA introduced its system the capacitance electronic disc (CED). The CED system is lower in cost than the optical system but it also has limitations. A stylus touches the surface of the disc to read the recorded information, very similarly to an audio record; the CED does not have random access and single frame capability (Hope 1981). The capacitance system has further limitations of no stereo audio, no slow motion and the life of the discs and the stylus. The discs should last between 300-500 playings and the stylus should last between 300-500 hours of playing (Labrie 1981).

Still another format is supposed to be introduced by JVC by the end of 1981 (Hope 1981). This videodisc is called VHD or video high density and should have the advantages of both the optical and capacitance systems. It will be more economical than the optical yet it will have the optical features of stereo capability, random access,

still frame and slow or fast motion. The VHD system uses a magnet stylus but with no tracking in grooves as used by the RCA capacitance system. The VHD system will have the additional advantage of simpler software production. The VHD disc can be manufactured in basically the same facilities as audio discs (Labrie 1981).

Regardless of the format the videodisc is capable of storing an overwhelming amount of information as illustrated by Clement (1981:12) in the following:

> At present, one side of a videodisc can store 10 billion binary bits. . . . Therefore, the entire text of the Encyclopedia Britannica can be stored on merely four percent of a disc's surface. And by the 1990's, improved technology may expand this storage capacity to 10,000 billion bits per side.

The potential uses of the videodisc are being explored in many areas by very diverse agencies. Labrie (1981:28) stated the following:

> Many businesses are discovering that videodiscs aid in sales (General Motors uses them in its sales department), in industrial training and development, as well as in the storage of data.
>
> .....
>
> The videodisc could also be implemented in the educational field, providing a new outlet for group learning, distance learning, and individualized instruction. The University of Nebraska, recognizing the instructional potential of the technology, has created its own Videodisc Design/Production Group. . . the Group is dedicated to the design, development, and production of disc programming for a wide range of educational and training applications.

SCHOOLDISC is a joint project between the National Education Association and the American Broadcasting Company (ABC). Farr and Wolf (1981:516) wrote "SCHOOLDISC is the first major attempt to develop unique educational segments for widespread use in classrooms using the videodisc technology." A field test using optical videodisc was conducted in February and March 1980, at four different elementary schools in Lincoln, Nebraska. Teachers volunteered to use a videodisc

lesson on tumbling in physical education classes. Favorable results were reported with the participants listing freeze frame, slow motion, and remote control as important aspects. It was indicated that a continuous loop would be a helpful additional feature (Daynes, Brown and Newman 1981). As stated by Clement (1981:14) "instructors should begin now to adjust their teaching styles and strategies, to use the new technology effectively."

The production of software has not kept pace with the development of the hardware. It is estimated that manufacturers have invested half a billion dollars in hardware development but only less than one percent of that amount has gone into software development (Butler 1981). As perceived by Clement (1981:14) "instructional technologists should begin now to develop their authoring skills." Butler (1981:17) stated the following:

> We will need to reappraise present instructional design models. Present procedures do not properly consider or organize large numbers of instructional options, variables, or consequences that the new technologies can treat.
>
> .....
>
> A second difficulty is the need to match, technologically, the quality of commercial television. Learners are accustomed to watching television, which is technologically very good, and should expect the same standards of quality. . . .

The actual physical production of one videodisc master is approximately $3,700 but to develop a videodisc program is very expensive according to publisher estimates. They estimate the cost to be $100,000 for a one-hour disc with the breakeven point met after 2,000 copies are sold (Butler 1981). Reiffel (1981:33) stated the following:

> The industry's progress will be program-limited: paced by what is to be communicated rather than by the means to

> communicate it. All of these technical systems for educating and training ourselves will share a continuing, insatiable appetite for software.

Increasing the need for software will be the development of interactive systems combining microcomputers with video formats. Winslow (1981:38) analyzed the situation as the following:

> Out of this school of videodisc system development is growing a new kind of "interactive" methodology which used to be spelled p-r-o-g-r-a-m-m-e-d i-n-s-t-r-u-c-t-i-o-n.
> The manufacturers are now translating combinations of dense storage, plus the microprocessor, into intelligent videodisc players which are really incredible examples of picture, sound, and data manipulation and retrieval technology.

Microcomputers are computers but smaller in physical size, smaller in capacity, and less expensive than the full size computer. A typical microcomputer system consists of a memory, a keyboard, a video display and usually a printer. Programs are usually either cassette tapes or floppy discs depending on the manufacturer of the equipment (Milner 1980a). The heart of the microcomputer is the microprocessor chip, several basic integrated circuits miniaturized onto a single silicon chip (Knight 1981). Grady (1980:14) stated in the following:

> Chips. . .those tiny wafers of silicon less than ¼ inch square that are predicted to change our lives in the 80s, have found their way into the audiovisual field and are already making a difference in the way we do things in school. . . . Texas Instrument's "Speak and Spell" has a voice which is the result of a memory chip plus a speech synthesizer--all controlled by a microprocessor chip.

Many benefits have been derived from the development of the chip including everyday tools such as the calculator as well as sophisticated equipment such as microcomputers and videodiscs.

The importance of computers was indicated in a 1978 survey conducted by the Minnesota Educational Computing Consortium. Results

indicated that 85% of 1000 teachers surveyed agreed or strongly agreed that the secondary school student should have minimal understanding of computers. But currently teachers are not trained to teach the use of computers and only four states certify teachers in computer science (Milner 1980b). Egan (1980:14) stated "two things are essential for effective computer-assisted instruction: well-designed programs. . ., and teachers who know how to adapt the curriculum. . . ." The awareness of the importance of computer use in education permeates the literature. Hope (1981:14) expressed his computer beliefs as the following:

> After more than 20 years of discussion about the use of computers in education, it has become a reality. The microcomputer is responsible for the changes, and stands out as the new media product of the current decade.

Interactive video is a process that provides communication between a user and a computer program in combination with a video cassette/disc and a microcomputer (L'Allier 1981). Reisman (1981:29) stated that "interactivity. . .has come to mean an interaction between a person and some sort of technology." Thomas (1981a:19) stated the following:

> From a combination of microprocessor control, electronic recording, and visual display, a powerful new medium is evolving, with exciting potential for education and training applications. This synergistically powerful medium is being called interactive video.

As perceived by Egan (1980:14) "only computers have an interactive capability--they can ask questions, provide answers, and conduct drills and reviews at the learner's pace." Pipes (1981b:9) contended that "interaction between individual learners and computer-driven video programs is the most provocative instructional application. . . ."

Etherington (1981:37) after having produced a videodisc with interactive applications stated the following:

> I could see how the various loops and branches guided the learner through the step-by-step analysis of the problem--reinforcing him when he was correct, clearly explaining his options when he had to make a choice, and reprimanding him should he choose the wrong answer.

An interactive program involves the viewer and does not have to include video. Interactive programs are possible with other media such as slides and workbooks. Computers can be programmed to accept misspelled answers, to accept free form responses and to keep records of student answers. Programming was further explained by Gayeski (1980:31) in the following:

> An interactive video program is interspersed with stopping points which often contain questions. Based on the way a viewer responds to those questions, the program branches to a different point. The viewer watches at his own pace, and can proceed more quickly if he understands the information. Misconceptions can be corrected very early.

The breakthrough for interaction between viewer and technology occurred about 1962, when it became possible to talk to a computer. Since that time there have been tremendous technological advances. In the late sixties and early seventies, interaction was attempted with various machines but with only limited success. Today interactivity with video is being developed. It is not limited to traditional keyboard input, other mediums are being explored such as voice-response units, light pens and touch-sensitive panels (Reisman 1981). As stated by Thomas (1981a:20) "the technology and techniques for interactive video all exist now. . .the problems--digitization, programming. . . will be solved." As Knight (1981:56) indicated in the following:

> We are fortunate to be living during the beginning of a new age in the development of mankind: the transition from

> the Industrial Age to the Information Age. The value of computer-based systems reflect the importance of information as a productive tool.

Interactive two-way communication has increasingly become available. In Columbus, Ohio, cable viewers can talk-back via QUBE, a channel which permits viewers programming interaction (Pipes 1981b). Viewdata systems using cable TV or telephone lines provide the home microcomputer owner access to information through linkage to a large main computer with the output displayed on the home television receiver. Teletext is another service linked by cable to the viewer. Information retrieval does not require a microcomputer. Data available are those stored in the host computer such as stock market reports, news and weather reports (Zenor 1981). As stated in the following by Jimirro (1981:19):

> It is perhaps the interaction between people and machines, however, that is ultimately the most exciting, because it has the potential for truly individualizing learning--on command and at any site, even the home.

Satellites, microcomputers and videodiscs are all technologies with tremendous potential but they will not necessarily eliminate other technological tools with which we are more familiar. Special new films for use in making overhead transparencies coupled with the overhead projector's mechanical efficiency have resulted in an increase in overhead projector sales and a large increase in the sale of transparency supplies. The two-inch by two-inch slide has steadily gained attention since the introduction of the Kodak Carousel tray format twenty years ago (Hope 1981). According to Hope (1981:14) ten years after the carousel tray "Singer Education Systems brought out the Caramate projector. . . . Since that development, slide usage in schools has

increased steadily." Coupled with the explosion of slide usage and especially multi-image by business, Hope (1981:14) stated that slides account for "nearly as much total annual spending as video and motion pictures combined. It is far and away the leading visual communications medium in terms of dollars expended." The position of all media was indicated by Don Lee (1981:17), president of the National Audio-Visual Association (NAVA), as "we know now that technological progress isn't always a replacement process; that slides, filmstrips, video, and motion pictures can coexist, each doing a basic job."

The mediums for mediated instruction are diverse with a tremendous potential for education both in utilization and in production. Certainly, the majority of nonprint materials are not produced in schools. As stated by Evans (1981:32) "most media professionals would agree that education institutions purchase rather than produce a majority of their mediated materials. . . ." However, the need to produce local nonprint materials does exist. Black (1980:7) wrote "the media specialist can serve an important function by generating new information in direct response to student request." Gillespie and Spirt (1973:167) indicated "there will always be a need in schools for educational materials that are useful only in a specific local situation. . . ."

Locally produced nonprint media are a recognized educational resource. Sleeman, Coburn and Rockwell (1979:158) stated:

> The way to provide the greatest amount of good learning, for the largest number of learners, over the longest period of time, is to meet the learning needs of individuals. To meet these needs, local production is often required.

Turner (1980:55) wrote that "local production is here to stay and has gained greatly in importance very recently." According to Tickton

(1970:261), "if films and slides are to be shown, if overhead transparencies are to be used, if television is important--then facilities must be provided. . . for preparing, filming, and originating materials." Ward and Beacon (1973:191) stated "there is a clear call for local production of materials to supplement what is available commercially."

A review of the literature revealed that the rationale for local production is basically the same from source to source. Reasons for local production cited Langford (1973) included the following: commercial materials are not designed for specific classroom situations, updating is limited or impossible, and local productions benefit students not only from the tailor-made product but also by involvement in the production process. Kemp (1980) provided an analysis based on factors including objectives, availability, quality and cost with local production as the answer if commercial materials did not meet these criteria. Brown, Norberg, and Srygley (1972) stated similar reasons for local production of media: commercial materials are designed for a national audience, materials are not always available in the areas of need, and the process of producing materials provides student benefits. Bullough (1978) provided a reiteration of the now familiar reasoning of availability and appropriateness as a basis for selection between commercially and locally produced media. In a study to determine the most important competencies in the production of instructional materials to be included in a college course designed for teachers, Green (1976: 4794-A) concluded from his review of the literature that:

1. Instructional materials can make a significant contribution to the teaching-learning process.

2. Commercially produced instructional materials are not always appropriate or available for specific educational needs. Accordingly, a local production program can provide vital services for teachers and students.

3. Special benefits may be derived by involving teachers and students in production activities.

4. Opportunities should be made available for preservice and practicing teachers to acquire important production competencies.

The school level program most frequently designated as the source for media production is the school library/media center. Chisholm and Ely (1976:250) stated "the media center can make a major contribution to the teaching/learning process through the production of original materials." Turner (1980:55) wrote "production of adequate, successful, instructional materials is often the measure of success of a school media program." According to Davies (1974:21) the "library media center should function as an integral support component of the total instructional process." The American Association of School Librarians and the Association for Educational Communications and Technology (1975:46, 47) in a joint publication Media Programs: District and School have identified production as a part of the school media program:

> The school media program is concerned with production by the media staff, teachers, aides, students, and even parents. It encourages the creation, adaption, and duplication of materials needed by teachers and students not readily or economically available elsewhere. The media staff provides and maintains convenient work areas, engages in production, and gives consultative and technical assistance to production projects. . . .
>
> The school media program provides the following production capabilities, as a minimum:
>
> Graphics: the preparation of visuals, including dry mounting, laminating, and transparency production.

Photography: facilities and equipment for black-and-white photography, 2" X 2" color slides, and silent 8mm motion film photography.

Television and radio: the production of videotape recordings.

Audiotape production: the recording and duplication of audiotapes.

Insofar as maturity levels permit, all facilities, equipment, supplies, and professional and technical assistance are available for student use. Student production occurs as a natural component of the educational experience and develops capabilities to translate elements of the environment into meaningful modes of communication. Creating materials in all formats sharpens the student's critical response to media, expands dialog and the transmission of ideas, and fosters growth in precise and effective written and oral expression.

Whatever the school library/media center may be called, the title has come to imply both print and nonprint materials. Zilonis (1979: 3065-A) in a study of school librarians and audio visual specialists found that the "unified media concept" proposed in the 1969, Standards for School Media Programs (American Library Association and National Education Association 1969) has been supported and implemented nationally. The role perception of the school media specialist was not always clear especially in the area of nonprint media production. Faris and Moldstad (1963) as quoted by Erickson (1968) found that one-third of the teachers surveyed felt that they should do their own production work while the remaining two-thirds felt that the audio-visual supervisor (school level) or the students should do the production work. Lacock (1971:703-A) found that teachers thought "that the media specialist should be able to perform all [production] tasks as well as supervise them." Pugh (1975:54) in an Indiana survey of high school audiovisual personnel identified needs of high school librarians in order to design college

courses to meet those needs. The roles of these school librarians/ media specialists resulted in a ranking of needs.

Transparencies	92%
Slides	89%
A-V Equipment	88%
Dry mounting, laminating	80%
Filmstrip	80%
Educational TV-VTR	80%
Graphics, lettering	80%
Bulletin Boards	76%
Picture Lifts	74%
Motion Pictures	62%
Microfilm Readers	60%
Flannel Magnetic Board	39%
Diorama, models	35%

Staples (1981) in a Texas survey of media specialist competencies found that practitioners rated several production-related competencies as having a high level of value in their job performance but rated their expertise as low in the performance of these production competencies. Staples (1981:22) identified among others the following production competencies as high priority needs to be addressed by continuing education programs:

> Disseminate information to students and teachers on resource production techniques...
> Identify capabilities of various communication media; indicate appropriate usage in the learning environment.
> Assist and guide teachers and students in the design and development of instructional programs, including validation in relation to learner needs, teacher strategies, and learning environments...
> Design and produce materials to meet student and teacher needs.
> Validate locally produced materials by applying appropriate criteria to evaluate the effectiveness of materials.

The knowledge or information required to meet these needs and others is available through college and university programs, inservice training (DeKieffer, 1970; Mello, 1976; Pugh, 1975), and publications.

"How to" books and periodicals abound in the various areas of nonprint production. Numerous general publications exist dealing with basic nonprint media formats such as overhead transparencies, audio tapes, slides, laminating, dry and wet mounting, and lettering (see for example Bullard and Mether 1979; Kayne 1979; and Vance 1979). Specialized publications are available that deal with one topic in greater depth such as Audiovisual Script Writing (Parker 1968), "Producing Multi-Image" (Beckman 1977), or A Guide to Creative Photography (Curl 1979). Video or television production has an almost overwhelming mass of print material ranging in content from the very basic how to tape off-the-air television broadcasts to extremely sophisticated video component functions and applications (see for example Adcock 1979; Combes 1978; or Wurtzel 1979).

Some schools do take advantage of the information available and apply it to the production of nonprint media. The Dade County Public Schools, Miami, Florida, offer media production courses as part of the art and language arts curriculums (Miller 1972; Popovich 1972). The Brookline, Massachusetts, Public Schools offer Communications Through Media as a four year career education program (Finkelstein 1973). The library media specialist at a Laurel, Maryland, school helps students produce a daily quarter-hour television show (Blondell 1979). Huron Senior High School in South Dakota has developed a model information retrieval program using audio cassettes, some of which are produced by the faculty (Korthals 1971). As ESEA Title III project in Evanston Township High School, Illinois, prepared self-instructional materials on film, audio tape, and video tape for use by students during independent study time. The Arlington, Virginia, schools funded

a project for the production of materials related to local subjects (Doerken 1975).

The lack of extensive school nonprint media production can be partially attributed to several factors identified by previous research. Faris and Moldstad (1963) as quoted by Erickson (1968) found that teachers cited lack of time and then lack of knowledge or ability as reasons for not producing nonprint materials. Barry (1977) reported that the major obstacles to media usage included lack of funds, preparation time, media staff, equipment, specific teacher training and teacher interest in media. Tickton (1970:26) stated that the lack of impact by instructional technology on American schools was due to "insufficient time, talent, and resources to produce effective and imaginative programs. . .inadequate preparation and inservice training of teachers and administrators." Callison (1973) surveyed electronic media that were being produced in Kansas schools. He also identified factors attributed to the resulting low level of production. These factors included lack of funds, full-time media personnel, in-service training, and available equipment.

CHAPTER 3

ANALYSIS AND PRESENTATION OF DATA

Objectives of the Study

The objectives of this study were to determine the status of nonprint media production in the secondary schools of Louisiana. Questions to be answered were (1) What nonprint media are being produced in the schools; (2) In schools producing nonprint media, who is doing the actual production work; (3) What facilities, equipment, supplies, and services are available in the schools for the production of nonprint media; (4) As perceived by the school media specialist, are principals, teachers, media specialists and/or students receptive to the concept of school nonprint media production; and (5) As perceived by the school media specialist, do faculty members have the skills to produce nonprint media?

Procedures of the Study

In order to accomplish these objectives, a survey instrument was developed by the researcher. Validation was achieved through a survey of members of two graduate classes in educational media (Administering Educational Media Programs and Instructional Design and Development) at Louisiana State University and a review by selected professionals in the field including elementary and secondary school media specialists, teachers, principals, university library

science/educational media professors, and one district library/media center supervisor.

Information was solicited via a questionnaire from the media specialists at 352 public secondary schools in sixty-three Louisiana school districts. These schools were identified from information provided by the Louisiana State Department of Education and from the Louisiana School Directory Bulletin 1462, 1980-81 (Louisiana 1980). Surveyed were schools with grades seven through twelve including schools listed as junior highs containing the sixth grade. The schools surveyed were thus restricted to preclude data from elementary settings. Schools in three parish or district school systems were eliminated due to school grade level organizational patterns that resulted in failure to meet the stated secondary school criteria (see Appendix G).

The questionnaire was distributed to 352 public secondary school media specialists during the Fall of 1981. One week after the initial October 12, 1981, mailing (see Appendixes A, B, and C), a postcard follow-up (See Appendix D) was mailed as a thank you for those who had already responded and as a reminder to those who had not responded. Three weeks after the original mailout a second follow-up letter (see Appendix E) and a duplicate questionnaire were mailed to those who had not responded. The final follow-up (see Appendix F) was sent seven weeks after the initial mailing and included a duplicate questionnaire. Mailing dates that provided the least amount of potential holiday and school schedule conflict were selected.

Table 1

Schedule of Mailings of Descriptive Survey Materials

Mailings	Dates Mailed
First Mailing--Cover letters, questionnaire, return envelope	Monday, October 12, 1981
Postcard Follow-up	Monday, October 19, 1981
Three Week Follow-up--Cover letter, questionnaire, return envelope	Monday, November 2, 1981
Seven Week Follow-up--Cover letter, questionnaire, return envelope	Monday, November 30, 1981

Questionnaires were numerically coded to prevent follow-up mailings to those who had responded. A letter (see Appendix B) accompanying the obviously coded questionnaire informed participants of the coding procedure as well as provided general information about the purpose and importance of the study. A stamped, self-addressed return envelope was provided for all questionnaires. The initial survey mailing included a cover letter of endorsement by Dr. James S. Cookston, Supervisor of School Libraries, Louisiana State Department of Education (see Appendix A).

By December 11, 1981, responses had been received from 320 secondary school media specialists (see Appendixes G and H) resulting in a 90.909 percent response rate. Information gathered was used to develop tabular profiles on the status of nonprint media production in the public secondary schools of Louisiana (see Appendix I).

Information from the Study

This Chapter represents an analysis of the data gathered. The data have been organized and developed into tables. In certain tables the frequency of response varies among items tabulated. Each questionnaire item was treated as a separate response resulting in a fluctuation in frequency between the items. Although a total of 320 responses was possible for each item, some item responses were discarded; therefore, a lesser frequency sum (less than 320) does occur in some tabulations. Discarding a survey item occurred when either multiple responses were given to an item that required only a single response or no response was given to an item.

From the data gathered, a basic profile of responding media specialists and their schools was achieved. For each surveyed school, student enrollment was placed in one of six school size categories ranging from the "Up to 100" classification to the "2,001 and Above" classification.

Table 2

Student Enrollments in Louisiana's Public Secondary Schools, 1981-82 Session

School Enrollment*	Number of Schools Responding
2,001 and above	7
1,501 - 2,000	13
1,001 - 1,500	68
801 - 1,000	36
101-800	193
Up to 100	3
Total Number of Schools	320

*Intervals based upon Southern Association of Schools and Colleges categories.

The number of students enrolled was predominantly from the 101 to 800 pupil size category with 60.313 percent or 193 of the responding schools. The 1,001 to 1,500 student category was the next most frequently occurring with a 21.25 percent rate or sixty-eight schools. The 801 to 1,000 student category was represented by 11.25 percent or thirty-six schools. The largest, 2,001 and above at 2.188 percent or seven schools, and the smallest categories, up to 100 at .938 percent or three schools, constituted the remaining balance of school sizes.

A profile based on data available indicated responding schools were primarily senior highs with 53.75 percent rate or 172 schools. Junior high schools accounted for 33.75 percent or 108 schools and were followed by other school organizational patterns such as grades seven through twelve which were represented by 12.5 percent or forty schools.

Table 3

Louisiana's Public Secondary Schools' Organization by Grade Levels

School Organization	Number of Schools Responding
Senior High (Grades 9-12)	172
Junior High (Grades 6-10)	108
Other (Example Grades 7-12)	40
Total Number of Schools	320

The study surveyed the media specialist at each of the public secondary schools in Louisiana. Of those media specialists responding, 37.736 percent or 120 media specialists had four to twelve college credit hours in nonprint media. One to three college credit hours in media were held by 26.73 percent or eighty-five media specialists; no credit was held by 14.465 percent or forty-six media specialists; 13.522 percent or forty-three media specialists had thirteen to twenty-four credit hours in media; and over twenty-four hours of nonprint media credit were held by 7.547 percent or twenty-four of the media specialists surveyed.

Table 4

Nonprint Media College Credit Hours Earned by Louisiana Public Secondary School Media Specialists

Nonprint Media College Credit Hours*	Number of Media Specialists Responding
Over 24	24
13-24	43
4-12	120
1-3	85
NONE	46
Total Number of Media Specialists	318

*Categories arbitrarily selected to reflect a single course, minor field, major field, or advanced study in nonprint media.

The majority, 85.127 percent or 269 media specialists, reported their jobs were considered to involve both print and nonprint media. Just 12.025 percent or thirty-eight media specialists indicated their jobs

were concerned with print media only, and a small 2.848 percent or nine of the media specialists surveyed stated that their job involved nonprint media only.

Table 5

Numbers of Louisiana Public Secondary School Media Specialists with Job Responsibilities Relating to Print and Nonprint Media

Job Responsibilities	Number of Media Specialists Responding
Print and Nonprint Media	269
Print Media Only	38
Nonprint Media Only	9
Total Number of Media Specialists	316

Nonprint Media Production

To identify the type of nonprint materials produced by schools, the media specialist at each school surveyed was asked to indicate whether certain nonprint formats were produced or not produced (yes or no) at their school. Schools surveyed indicated that 76.415 percent or 243 schools did produce transparencies for use on an overhead projector. Cassette and/or reel to reel audio tapes were produced by 75.394 percent or 239 schools.

Video tapes of off-the-air commercial or public television broadcasts were recorded in 48.254 percent or 152 schools. Photographic slides were taken in 41.009 percent or 130 schools and video tapes of other than off-the-air television broadcasts were produced in 38.679 percent or 123 schools. Photographic films were developed in

30.599 percent or ninety-seven schools and slide tape programs were produced in 29.524 percent or ninety-three schools. Computer programs were written in 19.741 percent or sixty-one schools and only 12.658 percent or nine schools produced 8mm films.

Table 6

Extent of Nonprint Media Production in Louisiana's Public Secondary Schools

Nonprint Media	Number of Schools With Positive Responses	Total Number of Schools Responding to Item
Overhead transparencies	243	318
Cassette and/or reel to reel audio tapes	239	317
Video tapes of off-the-air commercial or public television broadcasts	152	315
Photographic slides	130	317
Video tapes other than off-the-air television broadcasts	123	318
Photographic film development	97	317
Slide/tape programs	93	315
Computer programs	61	309
8mm films	9	316

To indicate the volume of production, media specialists were asked to estimate the number of individual media items produced in their school in a year. In the descriptive survey an example was furnished that a set of twenty slides would equal twenty items, a set

of seven overhead transparencies would equal seven items, and one audio tape would equal one item. Less than 100 items produced was the most frequent response with 57.595 percent of respondents or 182 schools. Reporting 100 to 300 items produced per year were 24.684 percent or seventy-eight schools and 300 to 500 items were produced by 8.228 percent or twenty-six schools. Production of 500 to 700 itmes was reported by 3.797 percent or twelve schools and production of 700 or more items was reported by 5.697 percent or eighteen schools.

Table 7

Estimated Number of Individual Media Items Produced Per School Per Year in Louisiana Public Secondary Schools

Number of Media Items	Number of Schools Responding
Less than 100	182
100-300	78
300-500	26
500-700	12
700 or More	18
Total Number of Schools	316

Production Work

The media specialist at each of the schools surveyed was asked to identify who was performing the "majority" of the tasks involved in the production of nonprint materials. Teachers were credited as doing the majority of production by 46.552 percent of the schools or 135 respondents. The librarian/media specialist followed with 36.897 percent of the responses or 107 schools.

Table 8

The Position Identified with the Primary Responsibilities for the Majority of Nonprint Production in Louisiana's Public Secondary Schools

Position	Number of Schools Responding
Teachers	135
Librarian/Media Specialist	107
Other*	35
Secretary/Clerical Aide	9
Students	3
Administrator/Principal	1
Total Number of Schools	290

*In the other category respondents specified the following: no one; parish media center; business department; audio visual coordinator; teacher aids; photography club sponsor; and newspaper staff.

Although teachers and librarians/media specialists accounted for 83.449 percent of positive responses when combined, there were others indicated as performing a majority of nonprint production in certain schools. Secretaries or clerical aides produced the majority of nonprint materials in 3.103 percent or nine schools; students produced the majority of nonprint materials in 1.034 percent or three schools; and an administrator or principal produced the majority of nonprint materials in .345 percent or one school.

The "Other" category used in the survey resulted in 12.069 percent or thirty-five schools reporting alternative sources as responsible for the majority of nonprint production work. Seven schools indicated that no one produced materials. Several schools reported that nonprint media were produced at the parish media center, and two schools credited the business department with the majority of nonprint production. Others indicated as producing the majority of nonprint media were an audio visual coordinator, teacher aides, the photography club sponsor, and the newspaper staff.

In the preceding discussion, the positions identified with responsibilities for the majority of nonprint production work were indicated. When media specialists were asked to identify all of those producing nonprint materials at their schools, several positions showed a definite percentage increase. Teachers were identified as producing the most nonprint media with 83.387 percent or 261 schools indicating that teachers produced nonprint materials at their schools. Teachers were once again followed by librarians/media specialists with 74.441 percent or 233 schools. Significantly more students were credited for

nonprint production with 37.380 percent or 117 schools indicating that students were involved. Eighty-seven schools or 27.796 percent reported secretaries or clerical aides produced materials and fifty-one schools or 16.293 percent reported that an administrator or principal produced nonprint materials.

Table 9

Any Positions Identified with Responsibilities for Nonprint Media Production in Louisiana's Public Secondary Schools

Position	Number of Schools with Positive Responses	Total No. of Schools Responding To Item
Teachers	261	313
Librarian/Media Specialists	233	313
Students	117	313
Secretary/Clerical Aide	87	313
Administrator/Principal	51	313
Other*	38	313

*In the other category respondents specified the following: no one; coaches; parents; parish media center; guidance counselor; band director; photography club sponsor; teacher aides; yearbook sponsor and staff; and business teachers.

The "Other" category once again represented about 12 percent of the schools (12.141 percent or 38 schools). Seven schools reported that no one was producing nonprint media. Parents at three schools produced materials and nonprint media were produced at the parish media center. Identified as producing nonprint materials were specialists

such as coaches, guidance counselors, band director, photography club sponsor, teacher aides, yearbook sponsor and staff, and business teachers.

Facilities and Equipment

Media specialists surveyed were asked to indicate in a direct yes or no format what equipment and facilities were located in their schools. The quantity of equipment or facilities was not measured. The equipment and facilities listed were those which could be used in the production of nonprint materials (See Table 10). Of the thirty-three items listed, the item most frequently present in the schools surveyed was a record player (97.5 percent or 312 responding schools). Following a record player in frequency of use was a cassette audio tape recorder at 92.5 percent or 296 schools, and a thermal copier (example given was a Thermofax) at 90.938 percent or 291 schools. Coming in fifth was a slide projector available in 88.437 percent or 283 schools.

A library sink was located in 83.438 percent or 267 schools and a library work room was available in 81.875 percent or 262 schools. Also available at the 81.875 percent or 262 school level was a microphone. A photocopy machine (the example given was Xerox) was present in 79.375 percent or 254 schools. A reel to reel audio tape recorder was located in 76.563 percent or 245 schools.

Percentages dropped sharply to a 51.563 percent or 165 school level for those that had a television receiver or monitor in the school; however, this was the tenth highest ranking item from a list of

Table 10

Media Equipment and/or Facilities Located in Louisiana's Public Secondary Schools

Equipment and/or Facilities	Number of Schools With Positive Responses	Total No. of Schools Responding to Item
Record Player	312	320
Audio Tape Recorder, Cassette	296	320
Thermal Copier (Ex. Thermofax)	291	320
Slide Projector	283	320
Library Sink	267	320
Library Work Room	262	320
Microphone	262	320
Photocopy Machine (ex. Xerox)	254	320
Audio Tape Recorder, reel to reel	245	320
Television Receiver or Monitor	165	320
35mm Camera	143	320
Video Camera	110	320
Photographic Darkroom	109	320
8mm Projector	103	320
½" VHS Video Tape Recorder	98	320
Computer	83	320
Instamatic Type Camera	78	320
Production Work Area	76	320
Audio Tape Recorder, Cassette with Sync	74	320

Table 10 (Continued)

Equipment and/or Facilities	Number of Schools With Positive Responses	Total No. of Schools Responding to Item
Polaroid Type Camera	57	320
Photocopy Stand for Instamatic Type Camera	54	320
½" Betamax Video Tape Recorder	54	320
Photocopy Stand for 35mm Camera	36	320
8mm Camera	33	320
Closed Circuit Television	28	320
3/4" U Matic Video Tape Recorder	26	320
Sound or Audio Recording Booth	15	320
Other Format Video Tape Recorder (not 3/4", Beta, VHS)	14	320
Videodisc Player	14	320
Multi-Image Dissolver/ Programmer	11	320
Television Studio	10	320
Video Editor	7	320
None of the Above	0	320

thirty-three items. A 35mm camera was present in 44.688 percent or 143 schools, a video camera was present in 34.375 percent or 110 schools; a photographic darkroom was present in 34.063 percent or 109 schools; and an 8mm projector was present in 32.188 percent or 103 schools.

The video format most represented in the schools was the ½" VHS video tape recorder with 30.625 percent or ninety-eight of the schools surveyed possessing the equipment. Ranking as number sixteen on the list was a computer with 25.938 percent or eighty-three schools. An instamatic type camera was found in 24.375 percent or seventy-eight schools; a production work area was located in 23.75 percent or seventy-six schools; and an audio cassette tape recorder with synchronization was owned by 23.125 percent or seventy-four schools.

A Polaroid type camera was present in only 17.813 percent or fifty-seven schools. A photocopy stand for an instamatic type camera was available in 16.875 percent or fifty-four schools and a photocopy stand for a 35mm camera was available in 11.250 percent or thirty-six schools. An 8mm camera was found in 10.313 percent or thirty-three schools; a sound or audio recording booth was located in just 4.688 percent or fifteen schools; and a multi-image dissolver/programmer was present in only 3.438 percent or eleven schools.

Video equipment especially the more specialized components represented some of the least frequently occurring formats. A ½" Betamax video tape recorder was present in 16.875 percent or fifty-four schools. Closed circuit television was found in 8.75 percent or twenty-eight schools, and a 3/4" U Matic video tape recorder was available in 8.125 percent or twenty-six schools. Video tape recorders

other than the 3/4" U Matic, Betamax, and VHS formats were found in 4.375 percent or fourteen schools, and a videodisc player was reported in 4.375 percent or fourteen schools. A television studio was located in only 3.125 percent or ten schools, and a video editor was in just 2.188 percent or seven schools. All schools reported having items on the survey list of facilities and/or equipment.

Supplies and Services

Media specialists were asked to indicate from a list the nonprint materials supplied for media production at their schools. Acetate for overhead transparencies was the most common item with 69.841 percent or 220 schools supplying the acetate. Cassette and/or reel to reel audio tapes were provided in 65.714 percent or 207 schools. Two other overhead projector materials were made available at many schools. These materials were overhead transparency thermal masters at 64.127 percent or 202 schools and overhead transparency pens/markers at 56.508 percent or 178 schools. Video tapes were provided by 47.619 percent or 150 schools.

Laminating film was available at 45.397 percent or 143 schools and photographic film was supplied at 23.175 percent or seventy-three schools. None of the supplies listed were available at 12.381 percent or thirty-nine schools. Write-on filmstrips at 8.571 percent or twenty-seven schools and write-on slides at 6.667 percent or twenty-one schools constituted the remainder of supplied production materials.

Table 11

Nonprint Materials Supplied for Media Production in Louisiana's Public Secondary Schools

Materials	Number of Schools With Positive Responses	Total No. of Schools Responding To Item
Overhead Transparency Acetate	220	315
Audio Tapes, Cassette and/or Reel to Reel	207	315
Overhead Transparency Thermal Masters	202	315
Overhead Transparency Pens/Markers	178	315
Video Tapes	150	315
Laminating Film	143	315
Photographic Film	73	315
None of the Above	39	315
Write-On Filmstrips	27	315
Write-On Slides	21	315

Survey respondents indicated that 65.472 percent or 201 schools were provided with nonprint media production services at the district or parish level. The specific services and the volume of these services were not measured.

Table 12

Availability of Parish/District Level Nonprint Media Production Services in Louisiana

Parish/District System	Number of Schools Responding
Provides Production	201
Does Not Provide Production	106
Total Number of Schools	307

Data establishing the primary source of funds for nonprint media production were not conclusive. Reliability of the item was questioned due to a large number (sixty-nine) of the responses that could not be used due primarily to multiple response selection. The funding item required respondents to select only one answer as the main source of funds but respondents frequently selected more than one response resulting in the discarding of that particular item. However, the responses tabulated indicated the main source of funds for nonprint media materials produced in the schools was district or parish money in 40.637 percent or 102 schools surveyed.

School-generated funding accounted for 19.124 percent or forty-eight schools, primary funding and personnel accounted for 13.944 percent or thirty-five schools primary funding. Federal money was the main source for 9.96 percent or twenty-five schools, and 9.562 percent or twenty-four schools had no funds available. State monies were credited as the main source of funds in only 4.781 percent or twelve

schools. Other funds accounted for 1.992 percent or five schools with sources listed as a combination of district, state and federal, as club generated, and as provided by the parent teacher association.

Table 13

Primary Source of Funds for Materials Produced in Louisiana's Public Secondary Schools

Source of Funds	Number of Schools Responding
District/Parish	102
School Generated	48
Personnel (Teachers, etc.)	35
Federal	25
None Available	24
State	12
Other*	5
Total Number of Schools	251

*A combination of district/parish, state, and federal; club generated; and parent teacher association were all primary funding sources listed by respondents.

Receptivity to Nonprint Production

School media specialists were asked to give their opinions about the receptivity of nonprint media production by school populations. The highest percentage was achieved when media specialists were asked if they would be receptive to the production of nonprint media in their school with 97.17 percent or 309 media specialists

responding positively. The principal would be receptive to the production of nonprint media in 94.921 percent or 299 schools. In the media specialists opinion, students in 94.654 percent or 301 schools would be receptive to nonprint production. The lowest receptivity rating was given to faculty members, with 92.138 percent of 293 schools indicating that in the opinion of the media specialists faculty would be receptive to the production of nonprint media.

Table 14

Opinions of Respondents Regarding Receptivity to Nonprint Media Production in Louisiana's Public Secondary Schools

Position	Number of Schools With Postive Responses	Total No. of Schools Responding to Item
Media Specialists/ Librarians	309	318
Principal	299	315
Students	301	318
Faculty/Teachers	293	318

Faculty Production Skills

Media specialists surveyed were asked for their opinions regarding faculty production skills. Estimates were expected to reflect the overall level of faculty production skills. A rating scale was provided which established the following categories: "most"--86 percent to 100 percent; "many"--31 percent to 85 percent; "some"--up to 30 percent; and "none"--0 percent. Responses indicated that faculty members

knew how to produce an overhead transparency with 37.618 percent or 120 schools in the "most" category and 34.483 percent or 110 schools in the "many" category. Thus 72.101 percent of school faculties were judged to be proficient when the two top categories were combined. Eighty-seven school faculties, 27.273 percent of responding schools, were classified in the "some" category and only .627 percent or two school faculties were listed in the "none" category as possessing the production skills necessary for overhead transparencies (see Table 15).

Audio tape recording techniques were known by 27.476 percent or eighty-six school faculties in the "most" (86% to 100%) category; by 21.086 percent or sixty-six schools in the "many" (31% to 85%) category; by 46.326 percent or 145 schools in the "some" (up to 30%) category; and by 5.112 percent or sixteen school faculties in the "none" (0%) category. The production of photographic slides was known by 7.962 percent or twenty-five school faculties in the "most" category; by 20.701 percent or sixty-five faculties in the "many" category; by 67.197 percent or 211 school faculties in the "some" category; and by 4.140 percent or thirteen school faculties in the "none" category. Slide/tape production in the opinion of the media specialists was known by 1.597 percent or five faculties in the "most" category; by 8.626 percent or twenty-seven school faculties in the "many" category; by 76.038 percent or 238 faculties in the "some" category; and by 13.738 percent or forty-three school faculties in the "none" category.

Faculty skills in taping off-the-air television broadcasts fared slightly better than skills in 8mm film production, video tape productions other than off-the-air television broadcasts, and computer programs. Faculty members were rated in the production skills

Table 15

Responses by Categories Indicating Numbers of Louisiana Public Secondary School Faculties who Possessed Skills in Production of Nonprint Materials*

Production Skills	Categories**				Total Number of Schools Responding
	Most	Many	Some	None	
Overhead transparencies	120	110	87	2	319
Audio tape recording	86	66	145	16	313
Photographic slides	25	65	211	3	314
Slide/tape programs	5	27	238	43	313
Video tapes of off-the-air broadcasts	2	24	229	60	315
8mm film	4	16	196	98	314
Video tapes other than off-the-air television broadcasts	2	10	217	84	313
Computer programs	1	3	169	137	310

* As perceived by school media specialists

**Most--86% to 100%; Many--31% to 85%; Some--Up to 30%; and None--0%.

necessary to video tape off-the-air television broadcasts in the following manner: two school faculties or .635 percent were in the "most" category; twenty-four faculties or 7.619 percent were in the "many" category; 229 faculties or 72.698 percent were in the "some" category; and sixty faculties or 19.048 percent were in the "none" category. Production of 8mm film was known by 1.274 percent or four school faculties in the "most" category; by 5.096 percent or sixteen faculties in the "many" category; by 62.42 percent or 196 faculties in the "some" category; and by 31.21 percent or ninety-eight faculties in the "none" category.

Production of video tapes other than off-the-air television broadcasts was known by .639 percent or two faculties in the "most" category; by 3.195 percent or ten faculties in the "many" category; by 69.329 percent or 217 school faculties in the "some" (Up to 30%) category; and by 26.837 percent or eighty-four faculties in the "none" category. The knowledge necessary to produce computer programs was known by only .323 percent or one faculty in the "most" category; by .968 percent or three faculties in the "many" category; by 54.516 percent of 169 school faculties in the "some" category; and by 44.194 percent or 137 schools in the "none" category.

Audio tape recordings, photographic slides, slide/tape programs, video tapes, 8mm films, and computer programs were all heavily rated as having a low level of faculty production skills with a majority of faculties falling in the 0 percent to 30 percent range. Only overhead transparencies were listed as having achieved a faculty production proficiency level from 31 percent to 100 percent by a majority of faculties.

Summary

Further analysis of the data presented provided the following profile on the status of nonprint media production in Louisiana's public secondary schools: (1) Nonprint media production is occurring but less than 100 total items are produced per year in most schools; (2) Most production work is done by teachers; (3) All surveyed schools have some equipment and/or facilities which could be utilized for nonprint production; (4) The majority of secondary schools provided some materials for nonprint production; (5) Nonprint production was available at the parish or district level for the majority of schools, and the primary source of funds for nonprint materials produced in the schools was district or parish; (6) School personnel and students were very receptive to nonprint production; and (7) In the opinion of the media specialists surveyed, the majority of school faculties do not possess the nonprint production skills surveyed.

CHAPTER 4

OBSERVATIONS, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In the preceding Chapter school produced nonprint media formats were analyzed. A questionnaire was used to gather data on nonprint media in the following areas: (1) Nonprint media produced in Louisiana's public secondary schools; (2) Media equipment and/or facilities located in Louisiana's public secondary schools; (3) Nonprint materials supplied for media production in Louisiana's public secondary schools; and (4) The level of Louisiana public secondary school faculty skills in the production of nonprint materials as perceived by school media specialists. Additionally, information was gathered on services provided; on the receptivity of school faculties and students to nonprint media production; on demographics of respondents; and on comments by respondents.

The survey instrument was administered to librarians/media specialists in 352 Louisiana public secondary schools. A response rate of 90.909 percent was achieved.

Observations

The data gathered were considered within the context of the literature reviewed. From authorities in the field, a rationale and precedents for the production of nonprint media in the schools were provided, and current trends in nonprint media technologies were examined. Based on this information and the data gathered, observations

were made on the status of nonprint media production in Louisiana's public secondary schools.

Overhead Transparencies

After examining data referring to each of the nonprint media formats, the overhead transparency ranked as the most prevalent form of production in Louisiana's public secondary schools. Transparencies were rated highly in available equipment with a thermal copier in 90.938 percent of the schools and a photocopy machine in 79.375 percent of the schools. Transparency materials were the primary supplies available for production in the schools with transparency acetate available in 69.841 percent, with thermal masters available in 64.127 percent, and with transparency pens or markers available in 56.508 percent of the schools.

The eminence of the transparency continued in faculty production skills with a majority of faculties possessing the necessary skills for production. Overhead transparencies were the only format studied in which a majority of faculties were judged skilled in production.

The findings were consistent with information provided in the literature. In a study of high school librarians' needs, Pugh (1975) ranked overhead transparencies as the number one need. Hope (1981) cited special new films for use in making overhead transparencies coupled with the overhead projector's mechanical efficiency as having resulted in an increase in overhead projector sales and a large increase in the sale of transparency acetate.

Audio Tape Recordings

The American Association of School Librarians and the Association for Educational Communications and Technology (1975) in a joint

publication Media Programs: District and School identified audio tapes as a component of nonprint production in schools. However, Pugh (1975) in an Indiana survey of high school audiovisual personnel to identify nonprint media needs of high school librarians failed to rank audio tape production. In a rating of nonprint media production in Louisiana's public secondary schools, cassette and/or reel to reel audio tapes were ranked second in frequency of production. Audio tapes were only 1.021 percentage points behind overhead transparencies as a nonprint media produced in the secondary schools.

A cassette audio tape recorder was owned by 92.5 percent of the schools, a microphone was owned by 81.875 percent of the schools, and a reel to reel audio tape recorder was owned by 76.563 percent of the schools. Audio tapes were supplied for production in 65.714 percent of the schools or only 4.127 percentage points less frequently than overhead transparency acetate. In 48.562 percent of the schools between 31 percent and 100 percent of the faculty members possessed the necessary skills to produce an audio tape recording. Equipment, supplies, and faculty production skills were available in many schools; audio tapes were recorded in 75.394 percent of the schools surveyed.

Video Tape Recordings

Video tape recordings occurred less frequently than audio tape recordings or overhead transparencies; however, video tapes were recorded in almost one-half of the schools surveyed (off-the-air broadcasts in 48.254 percent and other than off-the-air broadcasts in 38.679 percent). Equipment for use in video tape productions was

available in some schools with a television/monitor in 51.563 percent, a ½" VHS video tape recorder in 30.625 percent, a ½" Betamax video tape recorder in 16.875 percent, a closed circuit television system in 8.75 percent, a 3/4" U Matic video tape recorder in 8.125 percent, other video tape recorder formats in 4.375 percent, a videodisc player in 4.375 percent, a television studio in 3.125 percent, and a video editor in only 2.188 percent of schools. The ½" VHS and ½" Betamax video tape formats are relatively recent additions to the video field (Tepfer 1980); thus, the preponderance of the ½" VHS and ½" Betamax video formats seemed to indicate recent equipment acquisitions by schools.

Video tapes were supplied for production in 47.619 percent of the schools surveyed. Faculty production skills were rated as low by media specialists. At least 31 percent of faculty members in 8.254 percent of the schools were judged to possess the necessary skills for off-the-air taping; at least 31 percent of faculty members in only 3.834 percent of the schools were judged to possess the necessary skills for other than off-the-air video productions.

Photographic Slides

Pugh (1975) ranked photographic slides as the number two need of Indiana high school librarians, and Hope (1981) identified slides as a format that has gained tremendously in usage. Although 88.437 percent of surveyed Louisiana schools owned a slide projector, photographic slides were produced in just 41.009 percent of schools and photographic film was developed in only 30.599 percent of the schools. Other photographic equipment and facilities were present

in schools but at a lower frequency than in some media formats: a 35mm camera in 44.688 percent; a photographic darkroom in 34.063 percent; and an instamatic type camera in 24.375 percent.

Photographic film was supplied in only 23.175 percent of the schools. In 28.663 percent of the schools at least 31 percent of the faculty members possessed the necessary skills to produce photographic slides; although the 28.663 percent figure seemed low, faculty skills actually ranked third following only overhead transparencies and audio tapes.

Slide/tape Programs

Pugh (1975) in an Indiana study did not identify slide/tape programs as a need for high school librarians. Slide/tape programs were not specified as a production component in Media Programs: District and School (AASL/AECT 1975). However, in the last ten years according to Hope (1981) slide/tape production has increased steadily. In Louisiana schools the essential production equipment was available; however, slide/tape programs were produced in just 29.524 percent of the schools.

Audio equipment which could be used for slide/tape programs was readily available in the schools with 97.5 percent owning a record player, 92.5 percent owning an audio cassette recorder, and 76.563 percent owning a reel to reel audio tape recorder. Slide projectors were available in 88.437 percent of the schools. Other equipment was not as accessible with a 35mm camera in 44.688 percent of the schools, a 35mm photocopy stand in 11.25 percent of the schools, an instamatic type camera in 24.375 percent of the schools, an instamatic

copystand in 16.875 percent of the schools, an audio cassette tape recorder with synchronization in 23.125 percent of the schools, and a multi-image dissolver/programmer in only 3.438 percent of the schools.

Audio tapes were supplied in 65.714 percent of the schools and photographic film was supplied in 23.175 percent of the schools. Few school faculty members were judged to have slide/tape production skills. At least 31 percent of the faculty members in only 10.223 percent of the schools possessed the necessary skills to produce slide/tape programs.

Computer Programs

Computers have been identified by authorities as a major technological force which will have an increasing impact on education (Thomas 1981; Milner 1980b; Pipes 1981b). In Louisiana's public secondary schools, computer programs were produced in 19.741 percent of the schools and a computer was present in 25.938 percent of the schools placing computers ahead of 8mm film. However, faculty computer program production skills were the lowest of any category studied. At least 31 percent of faculty members in a sparse 1.292 percent of the schools were judged to possess the necessary skills to produce a computer program.

8mm Films

The least frequently produced format was 8mm films with production in only 12.658 percent of the schools. An 8mm projector was available in 32.188 percent of the schools but an 8mm camera was owned in only 10.313 percent of the schools. Faculty production skills were

ranked above some video tape skills and computer program skills. At least 31 percent of faculty members in 8.254 percent of the schools were judged to possess the necessary skills to produce an 8mm film.

Facilities

Facilities which could be used in basic nonprint media production were available in some schools. A majority of schools had a library sink (83.438 percent) and a library work room (81.875 percent). More specialized facilities were not commonly present in the schools. A production work room area was available in 23.75 percent of the schools and an audio recording booth was available in only 4.688 percent of the schools surveyed.

Services and Receptivity

Nonprint media production was available at the parish or district level for the majority (65.472 percent) of schools surveyed. The main source of funds for nonprint materials produced in schools was district or parish (40.637 percent) followed by school generated funding (19.124 percent). In schools producing nonprint media, teachers followed by librarians/media specialistswere performing the majority of the production work. School media specialists, principals, students, and teachers were very receptive to the concept of nonprint media production with all groups rated above 90 percent in receptiveness by school media specialists.

Demographics of Respondents

The majority of responding Louisiana public secondary schools had an enrollment of from 101 to 800 students and were categorized

as high schools. The school media specialist/librarian's job was considered to deal with both print and nonprint media in 85.127 percent of Louisiana's schools; thus, conforming to the reported acceptance of a unified media concept by school media specialists revealed in the literature (Zilonis 1979). The majority (64.466 percent) of school media specialists had from one to twelve college credit hours in nonprint media production.

Comments from Media Specialists

Media specialists were given an opportunity to comment upon nonprint media production in the secondary schools. Observations made by some media specialists to this open-ended question provided insight into the status of nonprint production in Louisiana's public secondary schools. Comments by the media specialists clustered in the following areas: (1) specific school problems or conditions; (2) the lack of money, personnel, and time; (3) the need for knowledge in the area of nonprint production; and (4) the need for state involvement and support. Listed below are some of the responses representative of the sentiments expressed by Louisiana's public secondary school media specialists.

> Once teachers learn to produce these invaluable learning tools, their use becomes more widespread. The services of a willing, cooperative media specialist are necessary.

> I feel we should have money allocated for nonprint media as we do for library books.

> Maybe one day every school can have the same equipment and supplies and all students can benefit equally.

> In preparing for school library certification, even more time and coursework should be geared toward media (nonprint) production, especially on the secondary level.

I recently attended the ALA [American Library Association] Convention in San Francisco and saw a film about Library Media Centers in Atlanta that had on-line computers, media production, etc. I was impressed. I would love learning more and working with nonprint materials.

I think nonprint media production should be a required course in all education curriculums in colleges.

We don't have the staff to devote the time to nonprint that it deserves...Standards on a state level must change...

I teach a course called Media Now using photography, video, and audio equipment. This is our second year and the kids love it.

We have just begun to use video-tapes...Teachers are enthused about its use; however, they will have to buy their own tapes. There was no funding...

I feel that because of the current economic status of education (programs cut), more schools and educators will be compelled to produce their own software media. Our students and teachers have been doing this for several years and the learning experience has been overwhelming.

Since we (society) have become media-oriented, I feel it important that students learn how nonprint media is produced in all secondary schools.

In secondary schools today we feel that the production of nonprint media is on the rise, limited by the availability of supplies, facilities, equipment, training, and leadership. Once these barriers and the threat of enforcement of the copyright laws are modified, the production will boom.

Findings

The following findings were based upon an analysis of the data gathered:

1. In the order of occurrence, the following nonprint media were produced in the public secondary schools of Louisiana: overhead transparencies; cassette and/or reel to reel audio tapes; video tapes; photographic slides and photographic film development; slide/tape programs; computer programs; and 8mm films.

2. In schools producing nonprint media, teachers followed by media specialists/librarians were performing the majority of production work. Others producing nonprint materials are students, secretaries or clerical aides, administrators or principals, parents, parish media centers, teacher aides, and school specialists (coaches, band directors, club sponsors, etc.).

3. All schools had facilities or equipment available that could be used for nonprint media production. Overhead transparencies, audio tapes, and photographic slides were the nonprint formats with the most available equipment; ½" video tape equipment and computer equipment seemed to be increasing in school availability.

4. The primary items supplied for nonprint production in the public secondary schools were overhead transparency materials and audio tapes.

5. District or parish level nonprint media production was available in a majority of schools. Funding for nonprint media production was primarily from the district or parish level followed by school generated sources.

6. As perceived by the school media specialist, principals, teachers, media specialists and students were very receptive to the concept of school nonprint media production.

7. As perceived by the school media specialist, the majority of faculty members had the skills to produce overhead transparencies; some faculty members had the skills necessary to produce audio tape recordings; but most faculty members did not have the skills necessary to produce photographic slides, slide/tape programs, video tapes, 8mm films, or computer programs.

Conclusions

1. Nonprint media production is occurring in most Louisiana public secondary schools. The volume of nonprint media production in the schools is low.

2. Some media equipment and/or facilities for the production of nonprint media are available in most Louisiana public secondary schools.

3. Most school faculty members do not possess the necessary skills to produce nonprint media.

Recommendations

Based upon the findings of this study, the following recommendations were made:

1. That minimum state nonprint media standards should be adopted to help equalize the current disparity in nonprint media among schools.

2. That a state nonprint media funding allocation should be implemented for schools.

3. That nonprint media training should be required for state teacher certification.

4. That the possibility of additional nonprint media training requirements for school librarians/media specialists should be explored.

5. That inservice training in nonprint media production should be provided for school faculty members.

6. That nonprint media information should be made available to students.

7. That special attention should be given to video and computer technologies as emerging trends impacting schools.

8. That further research should be conducted to determine the factors influencing nonprint media production in schools.

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APPENDIX A

LETTER OF ENDORSEMENT SENT WITH SURVEY INSTRUMENT

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

J. KELLY NIX
State Superintendent

P. O. Box 44064
Baton Rouge, La.
70804

September 8, 1981

TO: Secondary School Librarians/Media Specialists

The purpose of this letter is to endorse the proposed study and doctoral dissertation of Ms. Rebecca Lawrence. I have reviewed Ms. Lawrence's dissertation proposal and the enclosed questionnaire and am convinved that her work is worthwhile and will be influential in charting future directions for production of nonprint media for our schools through college and university curricula, future PIP programs, and media production in secondary schools.

Your response is important, and I urge you to return the questionnaire as soon as possible. Please be assured that I appreciate your cooperation.

Sincerely,

James S. Cookston

James S. Cookston
Supervisor of School Libraries
Louisiana State Department of Education

JSC:ja

This public document was published at a cost of $0.02 per copy by the State Department of Education, School Libraries Section, under authority of La. R.S. 17:21, as information to educators and students, in accordance with R.S. 43:31.

APPENDIX B

COVER LETTER SENT WITH SURVEY INSTRUMENT

October 12, 1981

Dear Librarian/Media Specialist:

The school library/media center is an integral part of the total educational program of a school. As the school librarian/media specialist, you are the individual most likely to possess information about all levels of your schools instructional program. A survey of the librarians/media specialists in Louisiana's public secondary schools is being conducted to determine the present status of nonprint media production.

Data obtained can be very important to future plans and programs that influence school libraries/media centers throughout the state. By taking just a few minutes of your time to complete and return the survey, you provide valuable information. Your response is important regardless of the status of production in your school--without your school we will not have a total picture of nonprint media production in Louisiana.

You are assured of total confidentiality. The survey has been coded with an identification number for mailing purposes only. This is so that when your questionnaire is returned I can check your school off the mailing list.

The results of this research will be used for a doctoral dissertation at Louisiana State University in educational media and, hopefully, will have input into various programs and college and university curricula. To receive a results summary, put "copy of results requested" on the back of the return envelope, and then print your name and address below it.

If you have any questions about this survey, I will be happy to answer them. Just write or call. My telephone number is (504)868-8854.

Your assistance will be greatly appreciated.

Sincerely,

Rebecca Lawrence

Rebecca Lawrence
Louisiana State University
Division of Instructional
Support and Development
118 Himes Hall
Baton Rouge, LA 70803

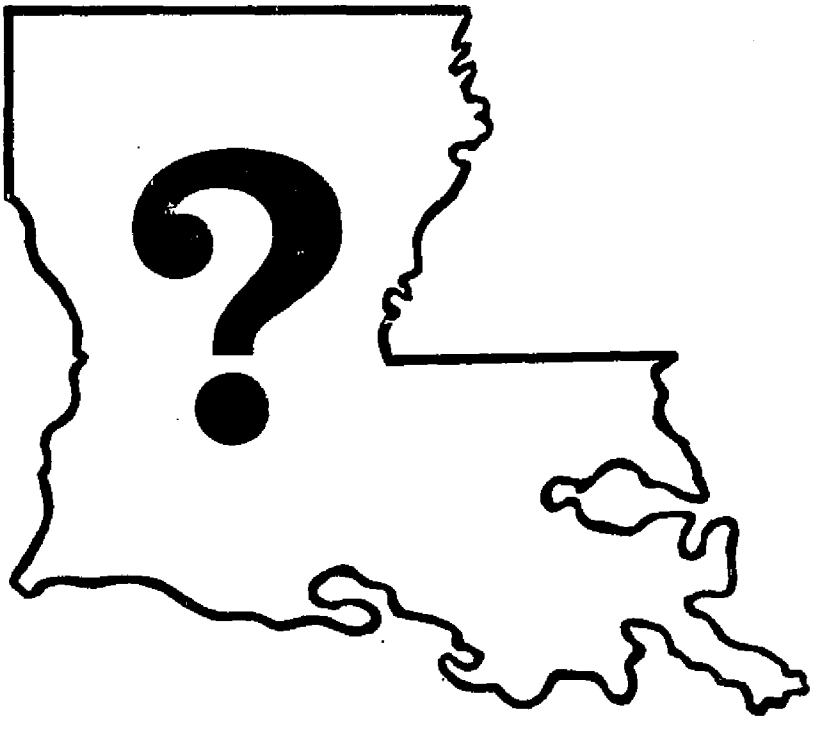
APPENDIX C

NONPRINT MEDIA PRODUCTION SURVEY

NONPRINT MEDIA PRODUCTION

This survey is designed to gather data on the status of nonprint media production in Louisiana's public secondary schools. Please answer all of the questions.

Thank you for your help.



Rebecca Lawrence
Division of Instructional
Support and Development
118 Himes Hall
Louisiana State University
Baton Rouge, LA 70803

Nonprint MEDIA PRODUCTION SURVEY

Instructions: Please circle the number that indicates your response. Indicated within the survey are several questions that may have multiple responses.
Please complete the entire survey regardless of your school's production level--all types of information are equally important!

.....

The following nine questions are designed to identify the nonprint materials produced at your school.

	circle the number YES	NO
1. Are transparencies for use on an overhead projector produced in your school?	1	2
2. Are slides (photographic) taken in your school?	1	2
3. Are any photographic films developed in your school?	1	2
4. Are audio tapes (cassette and/or reel to reel) recorded in your school?	1	2
5. Are 8mm films taken in your school?	1	2
6. Are video tapes of off-the-air television (commercial or public) broadcasts recorded in your school?	1	2
7. Are video tapes other than off-the-air television broadcasts produced in your school?	1	2
8. Are slide/tape programs produced in your school?	1	2
9. Are computer programs written in your school?	1	2

.....

10. Who does the "majority" of the nonprint production at your school? (circle one number)

1 ADMINISTRATOR/PRINCIPAL
2 SECRETARY/CLERICAL AIDE
3 TEACHERS
4 LIBRARIAN/MEDIA SPECIALIST
5 STUDENTS
6 OTHER _____

11. In the preceding question, you indicated the "position" responsible for the majority of production work. Please identify all of those who produce nonprint materials at your school. (Circle all that apply)

1 ADMINISTRATOR/PRINCIPAL
2 SECRETARY/CLERICAL AIDE
3 TEACHERS
4 LIBRARIAN/MEDIA SPECIALIST
5 STUDENTS
6 OTHER _____

12. What nonprint materials are supplied for media production at your school? (circle all that apply)

1 AUDIO TAPES, CASSETTE AND/OR REEL TO REEL
2 LAMINATING FILM
3 PHOTOGRAPHIC FILM
4 OVERHEAD TRANSPARENCY ACETATE
5 OVERHEAD TRANSPARENCY PENS/MARKERS
6 OVERHEAD TRANSPARENCY THERMAL MASTERS
7 VIDEO TAPES
8 WRITE-ON FILMSTRIPS
9 WRITE-ON SLIDES
10 NONE OF THE ABOVE

13. What is the main source of funds for materials produced at your school? (circle one number)

1 PERSONNEL (TEACHERS, ETC.)
2 SCHOOL GENERATED
3 DISTRICT/PARISH
4 STATE
5 FEDERAL
6 OTHER _____
7 NONE AVAILABLE

14. Which of the media equipment and/or facilities listed below are located in your school? (circle all that apply)

1 THERMAL COPIER (example---Thermofax)
2 PHOTOCOPY MACHINE (example---Xerox)
3 PHOTOCOPY STAND FOR INSTAMATIC TYPE CAMERA
4 PHOTOCOPY STAND FOR 35MM CAMERA
5 INSTAMATIC TYPE CAMERA
6 POLAROID TYPE CAMERA
7 35MM CAMERA
8 RECORD PLAYER
9 AUDIO TAPE RECORDER, REEL TO REEL
10 AUDIO TAPE RECORDER, CASSETTE
11 AUDIO TAPE RECORDER, CASSETTE WITH SYNC
12 SLIDE PROJECTOR
13 MICROPHONE
14 MULTI-IMAGE (DISSOLVER/PROGRAMMER)
15 8MM PROJECTOR
16 8MM CAMERA
17 COMPUTER
18 PHOTOGRAPHIC DARKROOM
19 PRODUCTION WORK AREA
20 LIBRARY WORK ROOM
21 LIBRARY SINK
22 TELEVISION STUDIO
23 CLOSED CIRCUIT TELEVISION
24 SOUND OR AUDIO RECORDING BOOTH
25 3/4" U MATIC VIDEO TAPE RECORDER
26 1/2" BETAMAX VIDEO TAPE RECORDER
27 1/2" VHS VIDEO TAPE RECORDER
28 OTHER FORMAT VIDEO TAPE RECORDER (not 3/4", Beta, VHS)
29 TELEVISION RECEIVER OR MONITOR
30 VIDEO CAMERA
31 VIDEO EDITOR
32 VIDEODISC PLAYER
33 NONE OF THE ABOVE

15. How many students are enrolled in your school? (circle number)

1 2,001 and above
2 1,501 - 2,000
3 1,001 - 1,500
4 801 - 1,000
5 101 - 800
6 Up to 100

Questions 16-23 are to be answered based upon your opinion. Estimates are not expected to be exact but they should reflect the overall level of production skills possessed by your faculty.

These questions should be answered using the scale listed below:

1 MOST (86% TO 100%)
2 MANY (31% TO 85%)
3 SOME (UP TO 30%)
4 NONE (0%)

		(circle number)			
		most	many	some	none
16.	How many members of your faculty know how to produce an audio tape recording?	1	2	3	4
17.	How many on your faculty know how to produce a transparency to be used on the overhead projector?	1	2	3	4
18.	How many on your faculty know how to take slides (photographic)?	1	2	3	4
19.	How many on your faculty know how to video tape off-the-air television broadcasts?	1	2	3	4
20.	How many on your faculty know how to produce video tapes other than off-the-air television broadcasts?	1	2	3	4
21.	How many on your faculty know how to produce a slide/tape program?	1	2	3	4
22.	How many on your faculty know how to produce an 8mm film?	1	2	3	4
23.	How many on your faculty know how to write a computer program?	1	2	3	4

24. In your opinion, would your faculty be receptive to the production of nonprint media in your school? (circle number)

    1 YES
    2 NO

25. In your opinion, would your principal be receptive to the production of nonprint media in your school? (circle number)

    1 YES
    2 NO

26. Would you be receptive to the production of nonprint media in your school? (circle number)

    1 YES
    2 NO

27. In your opinion, would students be receptive to the production of nonprint media in your school? (circle number)

    1 YES
    2 NO

28. Are classes for students taught at your school in the production of nonprint media...photography, audio, video, etc.? (circle number)

    1 YES
    2 NO

29. Does your parish/district school system provide nonprint media production services at the district/parish level? (circle number)

    1 YES
    2 NO

30. As media specialist/librarian what is your job considered to be? (circle number)

    1 PRINT AND NONPRINT MEDIA
    2 PRINT MEDIA ONLY
    3 NONPRINT MEDIA ONLY

31. How many college credit hours in nonprint media do you have? (circle number)

1 OVER 24
2 13-24
3 4-12
4 1-3
5 NONE

32. Please estimate the number of individual media items produced in your school in a year. For example a set of twenty slides would equal twenty items, a set of seven overhead transparencies would equal seven items, and one audio tape would equal one item. (circle number)

1 LESS THAN 100
2 100-300
3 300-500
4 500-700
5 750-1000
6 1000 OR MORE

33. What do you consider to be the "major" factor inhibiting production of nonprint media at your school? (circle one number)

1 SUPPLIES/FACILITIES/EQUIPMENT
2 TRAINING/KNOWLEDGE
3 TIME
4 INTEREST
5 LEADERSHIP
6 OTHER _____

34. In the preceding question, you indicated the major factor inhibiting production. Please identify all the factors inhibiting production of nonprint media at your school. (circle all that apply)

1 SUPPLIES/FACILITIES/EQUIPMENT
2 TRAINING/KNOWLEDGE
3 TIME
4 INTEREST
5 LEADERSHIP
6 OTHER _____

Is there anything else you would like to tell me about nonprint media production in the secondary schools?

Thank you for your time and effort in completing this survey, it is appreciated. If you would like a summary of results, please put your name, address, and "results requested" on the back of the return envelope.

APPENDIX D

WEEK ONE FOLLOW-UP POST CARD

October 19, 1981

Last week a questionnaire seeking information about nonprint media production in your school was mailed to you. If you have completed and returned it to me, please accept my thanks! If not, please take just a few minutes to do so today. Because of the anticipated difference in levels of nonprint production in the secondary schools, it is important that all schools surveyed respond.

If for some reason you need a replacement questionnaire, please call me collect at (504)868-8854 and I will immediately get another one in the mail to you.

Sincerely,

Rebecca Lawrence
Louisiana State University
Division of Instructional
Support and Development
118 Himes Hall
Baton Rouge, LA 70803

APPENDIX E

WEEK THREE FOLLOW-UP LETTER

November 2, 1981

Dear Librarian/Media Specialist,

About three weeks ago you should have received a questionnaire about nonprint media production in your school. To date I have not received your school's completed questionnaire.

I am contacting you again because of the importance each questionnaire has toward the final outcome of this study. In order for the results of this study to be truly representative of Louisiana's public secondary schools, it is essential that each librarian/media specialist surveyed return the questionnaire.

Please complete and return the enclosed replacement questionnaire as soon as possible.

Your help will be deeply appreciated.

Sincerely,

Rebecca Lawrence

Rebecca Lawrence
Louisiana State University
Division of Instructional
Support and Development
118 Himes Hall
Baton Rouge, LA 70803

APPENDIX F

WEEK SEVEN FOLLOW-UP LETTER

November 30, 1981

Dear Librarian/Media Specialist,

I am writing to you about my study of nonprint media production in Louisiana's public secondary schools. As of today I have not yet received your questionnaire that was originally mailed to you seven weeks ago.

The number of questionnaires returned has been very rewarding. But whether I will be able to describe accurately the production of nonprint media in Louisiana depends in part upon you. Those who have not yet returned their questionnaire may have quite different nonprint production situations than those that have responded.

This is the first statewide survey of school nonprint media production. The results should be of particualr significance to our field. Therefore, I am sending you a duplicate questionnaire. I would like to urge you to complete and return it as quickly as possible.

A copy of the results will be available if you want one. Just place your name, address, and "copy of results requested" on the back of the return envelope.

You can make an important contribution to the success of this study. Your assistance will be greatly appreciated.

Sincerely,

Rebecca Lawrence

Rebecca Lawrence
Louisiana State University
Division of Instructional
Support and Development
118 Himes Hall
Baton Rouge, LA 70803

APPENDIX G

PUBLIC SECONDARY SCHOOL RESPONDENTS

Public Secondary School Respondents

Acadia Parish
- Church Point High, Church Point
- Church Point Junior High, Church Point
- Crowley High, Crowley
- Iota High, Iota
- Midland High, Midland
- Rayne High, Rayne

Allen Parish
- Kinder High, Kinder

Ascension Parish
- Donaldsonville High, Donaldsonville
- East Ascension Senior High, Gonzalez
- St. Amant High, St. Amant

Assumption Parish
- Assumption High, Napoleonville
- Assumption Junior High, Napoleonville

Avoyelles Parish
- Bunkie High, Bunkie
- Marksville High, Marksville

Beauregard Parish
- DeRidder High, DeRidder
- DeRidder Junior High, DeRidder

Bienville Parish
- Arcadia High, Arcadia
- Gibsland-Coleman High, Gibsland
- Ringgold High, Ringgold

Bossier Parish
- Airline High, Bossier City
- Benton High, Benton
- Bossier High, Bossier
- Elm Grove Junior High, Elm Grove
- Greenacres Junior High, Bossier City
- Haughton High, Haughton
- Parkway High, Bossier City
- Rusheon Junior High, Bossier City

Caddo Parish
- Broadmoor Junior High, Shreveport
- Byrd High, Shreveport
- Caddo Magnet/Valencia Junior High, Shreveport

Captain Shreve High, Shreveport
J. S. Clark Junior High, Shreveport
Eden Gardens Junior High, Shreveport
Fair Park High, Shreveport
Green Oaks High, Shreveport
Huntington High, Shreveport
Lakeshore Junior High, Shreveport
Linwood Junior High, Shreveport
North Caddo High, Vivian
Northwood High, Shreveport
Oak Terrace Junior High, Shreveport
Ridgewood Junior High, Shreveport
Southwood High, Shreveport
Booker T. Washington High, Shreveport
Woodlawn High, Shreveport
Youree Drive Junior High, Shreveport

Calcasieu Parish
S. P. Arnett Junior High, Westlake
Alfred M. Barbe High, Lake Charles
W. O. Boston High, Lake Charles
DeQuincy High, DeQuincy
Sam Houston High, Lake Charles
Iowa High, Iowa
Lake Charles High, Lake Charles
LaGrange Senior High, Lake Charles
W. W. Lewis Junior High, Sulphur
Alonzo LeBlanc Junior High, Sulphur
Marion High, Lake Charles
Oak Park Junior High, Lake Charles
Reynaud Junior High, Lake Charles
Rosteet Junior High, Lake Charles
Sulphur High, Sulphur
Vinton High, Vinton
Washington High, Lake Charles
Pearl Watson Junior High, Lake Charles
Westlake High, Westlake

Caldwell Parish
Caldwell Parish High, Columbia
Caldwell Parish Junior High, Columbia

Cameron Parish
South Cameron High, Creole

Catahoula Parish
Block High, Jonesville
Harrisonburg High, Harrisonburg
Sicily Island High, Sicily Island

Claiborne Parish
Haynesville High, Haynesville

Concordia Parish
Ferriday Junior High
Vidalia High, Vidalia
Vidalia Junior High, Vidalia

DeSoto Parish
DeSoto Junior High, Mansfield
Logansport High, Logansport
Mansfield High, Mansfield
Pelican-All Saints High, Pelican

East Baton Rouge Parish
Baton Rouge High, Baton Rouge
Belaire High, Baton Rouge
Broadmoor Junior High, Baton Rouge
Broadmoor Senior High, Baton Rouge
Capitol Senior High, Baton Rouge
Central High, Baton Rouge
Glen Oaks Junior High, Baton Rouge
Glen Oaks Senior High, Baton Rouge
Istrouma High, Baton Rouge
Kenilworth Junior High, Baton Rouge
Robert E. Lee High, Baton Rouge
McKinley Senior High, Baton Rouge
Scotlandville High, Baton Rouge
Sherwood Junior High, Baton Rouge
Tara High, Baton Rouge
Woodlawn High, Baton Rouge
Zachary High, Zachary

East Caroll Parish
Lake Providence Junior High, Lake Providence
Lake Providence Senior High, Lake Providence

East Feliciana Parish
Clinton Junior High, Clinton
Jackson High, Jackson

Evangeline Parish
Mamou High, Mamou
Ville Platte High, Ville Platte

Franklin Parish
Winnsboro High, Winnsboro
Winnsboro Junior High, Winnsboro
Wisner High, Wisner

Grant Parish
Dry Prong Junior High, Dry Prong
Grant High, Dry Prong

Iberia Parish
- Anderson Street Junior High, New Iberia
- Jeanerette Senior High, Jeanerette
- Loreauville High, Loreauville
- New Iberia Freshman High, New Iberia
- New Iberia Junior High, New Iberia
- New Iberia Senior High, New Iberia

Iberville Parish
- Plaquemine Junior High, Plaquemine
- Plaquemine Senior High, Plaquemine
- Shady Grove High, Rosedale
- Sunshine High, Sunshine
- White Castle High, White Castle

Jackson Parish
- Chatham High, Chatham
- Jonesboro-Hodge High, Jonesboro

Jefferson Parish
- Bonnabel High, Metairie
- East Jefferson High, Metairie
- John Ehret High, Marrero
- Fairchild Junior High, Jefferson
- Henry Ford Junior High, Avondale
- Gretna Junior High, Gretna
- T. H. Harris Junior High, Metairie
- Vernon C. Haynes Junior High, Metairie
- L. W. Higgins High, Marrero
- Livaudais Junior High, Gretna
- J. D. Meisler Junior High, Metairie
- Riverdale High, Jefferson
- West Jefferson High, Harvey
- John Q. Adams Junior High, Metairie

Jefferson Davis Parish
- Jennings High, Jennings
- Jennings Northside Junior High, Jennings
- Welsh High, Welsh

Lafayette Parish
- Carencro High, Lafayette
- Ovey Comeaux High, Lafayette
- Lafayette High, Lafayette
- Northside High, Lafayette

Lafourche Parish
- Central Lafourche High, Mathews
- East Thibodaux Junior High, Thibodaux
- Golden Meadow Junior High, Golden Meadow
- Larose-Cut Off Junior High, Larose
- Lockport Junior High, Lockport

Raceland Junior High, Raceland
South Lafourche High, Galliano
Thibodaux High, Thibodaux
West Thibodaux Junior High, Thibodaux

Lasalle Parish
Jena High, Jena
Jena Junior High, Jena
Lasalle High, Olla

Lincoln Parish
Alma J. Brown High, Grambling
Glen View Junior High, Ruston
Ruston High, Ruston

Livingston Parish
Albany High, Albany
Albany-Springfield Junior High, Albany
Denham Springs High, Denham Springs
Live Oak High, Watson
Springfield High, Springfield
Walker High, Walker

Madison Parish
McCall Senior High, Tallulah

Morehouse Parish
Bastrop Junior High East, Bastrop
Bastrop Junior High West, Bastrop
Delta High, Mer Rouge

Natchitoches Parish
St. Matthew Junior High, Melrose
Campti Junior High, Campti
Ninth Grade Center, Natchitoches
Natchitoches Junior High, Natchitoches
Robeline Junior High, Robeline
Campti High, Campti
Cloutierville High, Cloutierville
Natchitoches Central High, Natchitoches

Orleans
Abramson High, New Orleans
Martin Behrman Junior High, New Orleans
Andrew J. Bell Junior High, New Orleans
P. A. Capdau Junior High, New Orleans
G. W. Carver High, New Orleans
Joseph S. Clark High, New Orleans
Walter L. Cohen High, New Orleans
C. J. Colton Junior High, New Orleans
Warren Easton High, New Orleans
Alcee Fortier High, New Orleans
Benjamin Franklin High, New Orleans

Rivers Frederick Junior High, New Orleans
Frances W. Gregory Junior High, New Orleans
Edna Karr Junior High, New Orleans
John F. Kennedy High, New Orleans
Joseph Kohn Junior High, New Orleans
L. B. Landry High, New Orleans
Lawless Junior High, New Orleans
McDonogh 28 Junior High, New Orleans
McDonogh 35 High, New Orleans
John McDonogh High, New Orleans
Francis T. Nicholls High, New Orleans
Phillips Junior High, New Orleans
L. E. Rabouin High, New Orleans
Urban League Street Academy-McDonogh 35, New Orleans
O. Perry Walker High, New Orleans
Booker T. Washington High, New Orleans
Carter G. Woodson Junior High, New Orleans

Ouachita Parish
Boley Junior High, West Monroe
Calhoun High, Calhoun
Jack Hayes Junior High, Monroe
Ouachita Parish Junior High, Monroe
Riser Junior High, West Monroe
Sterlington High, Sterlington
Swartz Junior High, Swartz
West Monroe High, West Monroe
West Monroe Junior High, West Monroe
Woodlawn Junior High, West Monroe

Pointe Coupee Parish
Livonia High, Livonia
Upper Pointe Coupee High, Batchelor

Rapides Parish
Alexandria Junior High, Alexandria
Alexandria Senior High, Alexandria
Bolton High, Alexandria
S. M. Brame Junior High, Alexandria
Buckeye High, Buckeye
Glenmora High, Glenmora
Jones Street Junior High, Alexandria
Kelso-Twin Cities High, Pineville
Pineville High, Pineville
Pineville Junior High, Pineville
Rapides High, Lecompte
Carter C. Raymond Junior High, Lecompte
Tioga High, Tioga
Wettermark High, Boyce
Peabody Magnet, Alexandria

Red River Parish
- Coushatta High, Coushatta

Richland Parish
- Delhi High, Delhi
- Mangham High, Mangham

Sabine Parish
- Florien High, Florien
- Many High, Many
- Zwolle High, Zwolle

St. Bernard Parish
- P. G. T. Beauregard High, St. Bernard
- Chalmette High, Chalmette
- Andrew Jackson High, Chalmette
- St. Bernard High, St. Bernard

St. Charles Parish
- Destrehan High, Destrehan
- Hahnville High, Boutte
- Hahnville Junior High, Hahnville
- J. B. Martin Junior High, Paradis

St. Helena Parish
- St. Helena High, Greensburg
- Woodland High, Amite

St. James Parish
- Lutcher High, Lutcher
- Lutcher Junior High, Lutcher
- St. James High, St. James
- St. James Junior High, Vacherie

St. John Parish
- East St. John High, Reserve
- Leon Godchaux Junior High, Reserve
- West St. John High, Edgard

St. Landry Parish
- East Junior High, Opelousas
- Eunice High, Eunice
- Lawtell High, Lawtell
- Melville High, Melville
- Morrow High, Morrow
- Opelousas Senior High, Opelousas
- Palmetto High, Palmetto
- Sunset High, Sunset
- Washington High, Washington

St. Martin Parish
- Breaux Bridge Junior High, Breaux Bridge
- Breaux Bridge Senior High, Breaux Bridge
- Cecilia Senior High, Cecilia
- St. Martinville Senior High, St. Martinville

St. Mary Parish
- Berwick Junior High, Berwick
- Berwick Senior High, Berwick
- Franklin Junior High, Franklin
- Franklin Senior High, Franklin
- Morgan City Junior High, Morgan City
- Morgan City Senior High, Morgan City
- Patterson Senior High, Patterson

St. Tammany Parish
- Covington High, Covington
- Folsom Junior High, Folsom
- Mandeville High, Mandeville
- Mandeville Junior High, Mandeville
- Pearl River High, Pearl River
- Pitcher Junior High, Covington
- St. Tammany Junior High, Slidell
- Salmen High, Slidell
- Slidell High, Slidell
- Slidell Junior High, Slidell

Tangipahoa Parish
- Amite High, Amite
- Hammond High, Hammond
- Independence High, Independence
- Kentwood High, Kentwood
- Loranger High, Loranger
- Ponchatoula High, Ponchatoula

Tensas Parish
- Davidson High, St. Joseph
- Waterproof High, Waterproof

Terrebonne Parish
- H. L. Bourgeois High, Gray
- Allen Ellender Memorial Junior High, Houma
- Evergreen Junior High, Houma
- Oaklawn Junior High, Houma
- South Terrebonne High, Bourg
- Terrebonne High, Houma

Vermilion Parish
- Abbeville Senior High, Abbeville
- Gueydan High, Gueydan
- Kaplan Senior High, Kaplan
- North Vermilion High, Maurice

Vernon Parish
- Leesville High, Leesville
- Leesville Junior High, Leesville

Washington Parish
- Franklinton Senior High, Franklinton
- Varnado High, Varnado

Webster Parish
- Minden High, Minden
- Sibley High, Sibley
- Springhill High, Springhill
- Springhill Junior High, Springhill
- Webster Junior High, Minden

West Baton Rouge Parish
- Brusly High, Brusly
- Port Allen High, Port Allen

West Feliciana Parish
- West Feliciana Senior High, St. Francisville

Winn Parish
- Winnfield Senior High, Winnfield

Monroe City
- Carroll High, Monroe
- Carroll Junior High, Monroe
- Jefferson Junior High, Monroe
- Neville High, Monroe
- Wossman High, Monroe

Bogalusa City
- Bogalusa Junior High, Bogalusa
- Bogalusa Senior High, Bogalusa

APPENDIX H

NUMBER OF SCHOOLS SURVEYED IN EACH LOUISIANA PARISH/DISTRICT SCHOOL SYSTEM

Number of Schools Surveyed in Each Louisiana Parish/District School System

Louisiana Parish/District School Systems	Number of District Schools Responding
Acadia	6
Allen	1
Ascension	3
Assumption	2
Avoyelles	2
Beauregard	2
Bienville	3
Bossier	7
Caddo	19
Calcasieu	19
Caldwell	2
Cameron	1
Catahoula	3
Claiborne	1
Concordia	3
Desoto	4
East Baton Rouge	17
East Carroll	2
East Feliciana	2
Evangeline	2
Franklin	3
Grant	2
Iberia	6

Louisiana Parish/District School System	Number of District Schools Responding
Iberville	5
Jackson	2
Jefferson	14
Jefferson Davis	3
Lafayette	4
Lafourche	9
Lasalle	3
Lincoln	3
Livingston	6
Madison	1
Morehouse	3
Natchitoches	8
Orleans	27
Ouachita	10
Plaquemines	0
Pointe Coupee	3
Rapides	15
Red River	1
Richland	2
Sabine	3
St. Bernard	4
St. Charles	4
St. Helena	2
St. James	4
St. John the Baptist	3

Louisiana Parish/District School System	Number of District Schools Responding
St. Landry	9
St. Martin	4
St. Mary	8
St. Tammany	10
Tangipahoa	6
Tensas	2
Terrebonne	6
Union	0
Vermilion	4
Vernon	2
Washington	2
Webster	5
West Baton Rouge	2
West Carroll	0
West Feliciana	1
Winn	1
Monroe City	5
Bogalusa City	2
TOTAL	320

APPENDIX I

STATISTICAL PROFILE OF DATA

NONPRINT MEDIA PRODUCTION SURVEY

Instructions: Please circle the number that indicates your response. Indicated within the survey are several questions that may have multiple responses.
Please complete the entire survey regardless of your school's production level--all types of information are equally important!

The following nine questions are designed to identify the nonprint materials produced at your school.

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
1. Are transparencies for use on an overhead projector produced in your school?	243	76.415	75	23.585	318
2. Are slides (photographic) taken in your school?	130	41.009	187	58.991	317
3. Are any photographic films developed in your school?	97	30.599	220	69.401	317
4. Are audio tapes (cassette and/or reel to reel) recorded in your school?	239	75.394	78	24.606	317
5. Are 8mm films taken in your school?	40	12.658	276	87.342	316
6. Are video tapes of off-the-air television (commercial or public) broadcasts recorded in your school?	152	48.254	163	51.746	315
7. Are video tapes other than off-the-air television broadcasts produced in your school?	123	38.679	195	61.321	318
8. Are slide/tape programs produced in your school?	93	29.524	222	70.476	315
9. Are computer programs written in your school?	61	19.741	248	80.259	309

10. Who does the "majority" of the nonprint production at your school?

	No. Schs.	Percent	Frq.
ADMINISTRATOR/PRINCIPAL	1	.345	290
SECRETARY/CLERICAL AIDE	9	3.103	
TEACHERS	135	46.552	
LIBRARIAN/MEDIA SPECIALIST	107	36.897	
STUDENTS	3	1.034	
OTHER	35	12.069	

11. In the preceding question, you indicated the "position" responsible for the majority of production work. Please identify all of those who produce nonprint materials at your school.

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
ADMINISTRATOR/PRINCIPAL	51	16.293	262	83.706	313
SECRETARY/CLERICAL AIDE	87	27.796	226	72.204	313
TEACHERS	261	83.387	52	16.613	313
LIBRARIAN/MEDIA SPECIALIST	233	74.441	80	25.559	313
STUDENTS	117	37.380	196	62.620	313
OTHER	38	12.141	275	87.859	313

12. What nonprint materials are supplied for media production at your school?

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
AUDIO TAPES, CASSETTE AND/OR REEL TO REEL	207	65.714	108	34.286	315
LAMINATING FILM	143	45.397	172	54.603	315
PHOTOGRAPHIC FILM	73	23.175	242	76.825	315
OVERHEAD TRANSPARENCY ACETATE	220	69.841	95	30.159	315
OVERHEAD TRANSPARENCY PENS/MARKERS	178	56.508	137	43.492	315
OVERHEAD TRANSPARENCY THERMAL MASTERS	202	64.127	113	35.873	315
VIDEO TAPES	150	47.619	165	52.381	315
WRITE-ON FILMSTRIPS	27	8.571	288	91.429	315
WRITE-ON SLIDES	21	6.667	294	93.333	315
NONE OF THE ABOVE	39	12.381	276	87.619	315

13. What is the main source of funds for materials produced at your school?

	No. Schs.	Percent	Frq.
PERSONNEL (TEACHERS, ETC.)	35	13.944	251
SCHOOL GENERATED	48	19.124	
DISTRICT/PARISH	102	40.637	
STATE	12	4.781	
FEDERAL	25	9.960	
OTHER	5	1.992	
NONE AVAILABLE	24	9.562	

14. Which of the media equipment and/or facilities listed below are located in your school?

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
THERMAL COPIER (example---Thermofax)	291	90.938	29	9.063	320
PHOTOCOPY MACHINE (example---Xerox)	254	79.375	66	20.625	320
PHOTOCOPY STAND FOR INSTAMATIC TYPE CAMERA	54	16.875	266	83.125	320
PHOTOCOPY STAND FOR 35MM CAMERA	36	11.250	284	88.750	320
INSTAMATIC TYPE CAMERA	78	24.375	242	75.625	320
POLAROID TYPE CAMERA	57	17.813	263	82.188	320
35MM CAMERA	143	44.688	177	55.313	320
RECORD PLAYER	312	97.500	8	2.500	320
AUDIO TAPE RECORDER, REEL TO REEL	245	76.563	75	3.438	320
AUDIO TAPE RECORDER, CASSETTE	296	92.500	24	7.500	320
AUDIO TAPE RECORDER, CASSETTE WITH SYNC	74	23.125	246	76.875	320
SLIDE PROJECTOR	283	88.437	37	11.563	320
MICROPHONE	262	81.875	58	18.125	320
MULTI-IMAGE (DISSOLVER/PROGRAMMER)	11	3.438	309	96.563	320
8MM PROJECTOR	103	32.188	217	67.813	320
8MM CAMERA	33	10.313	287	89.688	320
COMPUTER	83	25.938	237	74.063	320
PHOTOGRAPHIC DARKROOM	109	34.063	211	65.938	320
PRODUCTION WORK AREA	76	23.750	244	76.250	320
LIBRARY WORK ROOM	262	81.875	58	18.125	320
LIBRARY SINK	267	83.438	53	16.563	320
TELEVISION STUDIO	10	3.125	310	96.875	320

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
CLOSED CIRCUIT TELEVISION	28	8.750	292	91.250	320
SOUND OR AUDIO RECORDING BOOTH	15	4.688	305	95.313	320
3/4" U MATIC VIDEO TAPE RECORDER	26	8.125	294	91.875	320
1/2" BETAMAX VIDEO TAPE RECORDER	54	16.875	266	83.125	320
1/2" VHS VIDEO TAPE RECORDER	98	30.625	222	69.375	320
OTHER FORMAT VIDEO TAPE RECORDER	14	4.375	306	95.625	320
TELEVISION RECEIVER OR MONITOR	165	51.563	155	48.438	320
VIDEO CAMERA	110	34.375	210	65.625	320
VIDEO EDITOR	7	2.188	313	97.813	320
VIDEODISC PLAYER	14	4.375	306	95.625	320
NONE OF THE ABOVE	0	0.000	0	0.000	320

15. How many students are enrolled in your school?

	No. Schs.	Percent	Frq.
2,001 and above	7	2.188	320
1,501 - 2,000	13	4.063	
1,001 - 1,500	68	21.250	
801 - 1,000	36	11.250	
101 - 800	193	60.313	
Up tp 100	3	.938	

Questions 16-23 are to be answered based upon your opinion. Estimates are not expected to be exact but they should reflect the overall level of production skills possessed by your faculty.

These questions should be answered using the scale listed below:

1 MOST (86% TO 100%)
2 MANY (31% TO 85%)
3 SOME (UP TO 30%)
4 NONE (0%)

	86%-100% MOST		31%-85% MANY		UP TO 30% SOME		0% NONE		
	No Schs	%	No Schs	%	No Schs	%	No Schs	%	Frq
16. How many members of your faculty know how to produce an audio tape recording?	86	27.476	66	21.086	145	46.326	16	5.112	313
17. How many on your faculty know how to produce a transparency to be used on the overhead projector?	120	37.618	110	34.483	87	27.273	2	.627	319
18. How many on your faculty know how to take slides (photographic)?	25	7.962	65	20.701	211	67.197	13	4.140	314
19. How many on your faculty know how to video tape off-the-air television broadcasts?	2	.635	24	7.619	229	72.698	60	19.048	315
20. How many on your faculty know how to produce video tapes other than off-the-air television broadcasts?	2	.639	10	3.195	217	69.329	84	26.837	313
21. How many on your faculty know how to produce a slide/tape program?	5	1.597	27	8.626	238	76.038	43	13.738	313
22. How many on your faculty know how to produce an 8mm film?	4	1.274	16	5.096	196	62.420	98	31.210	314
23. How many on your faculty know how to write a computer program?	1	.323	3	.968	169	54.516	137	44.194	310

24. In your opinion, would your faculty be receptive to the production of nonprint media in your school?

	No. Schs.	Percent	Frq.
YES	293	92.138	318
NO	25	7.862	

25. In your opinion, would your principal be receptive to the production of nonprint media in your school?

	No. Schs.	Percent	Frq.
YES	299	94.921	315
NO	16	5.079	

26. Would you be receptive to the production of nonprint media in your school?

	No. Schs.	Percent	Frq.
YES	309	97.170	318
NO	9	2.830	

27. In your opinion, would students be receptive to the production of nonprint media in your school?

	No. Schs.	Percent	Frq.
YES	301	94.654	318
NO	17	5.346	

28. Are classes for students taught at your school in the production of nonprint media...photography, audio, video, etc.?

	No. Schs.	Percent	Frq.
YES	55	17.296	318
NO	263	82.704	

29. Does your parish/district school system provide nonprint media production services at the district/ parish level?

	No. Schs.	Percent	Frq.
YES	201	65.472	307
NO	106	34.528	

30. As media specialist/librarian what is your job considered to be?

	No. Schs.	Percent	Frq.
PRINT AND NONPRINT MEDIA	269	85.127	316
PRINT MEDIA ONLY	38	12.025	
NONPRINT MEDIA ONLY	9	2.848	

31. How many college credit hours in nonprint media do you have?

	No. Schs.	Percent	Frq.
OVER 24	24	7.547	318
13-24	43	13.522	
4-12	120	37.736	
1-3	85	26.730	
NONE	46	14.465	

32. Please estimate the number of individual media items produced in your school in a year. For example, a set of seven overhead transparencies would equal seven items, and one audio tape would equal one item.

	No. Schs.	Percent	Frq.
LESS THAN 100	182	57.595	316
100-300	78	24.684	
300-500	26	8.228	
500-700	12	3.797	
750-1000	10	3.165	
1000 OR MORE	8	2.532	

33. What do you consider to be the "major" factor inhibiting production of nonprint media at your school?

	No. Schs.	Percent	Frq.
SUPPLIES/FACILITIES/EQUIPMENT	187	62.126	301
TRAINING/KNOWLEDGE	44	14.618	
TIME	35	11.628	
INTEREST	19	6.312	
LEADERSHIP	4	1.329	
OTHER	12	3.987	

34. In the preceding question, you indicated the major factor inhibiting production. Please identify all the factors inhibiting production of nonprint media at your school.

	YES		NO		
	No. Schs.	Percent	No. Schs.	Percent	Frq.
SUPPLIES/FACILITIES/EQUIPMENT	278	87.697	39	12.303	317
TRAINING KNOWLEDGE	243	76.656	74	23.344	317
TIME	210	66.246	107	33.754	317
INTEREST	99	31.230	218	68.770	317
LEADERSHIP	86	27.129	231	72.871	317
OTHER	30	9.464	287	90.536	317

35. Organizational levels of Louisiana public secondary schools based upon information provided in the Louisiana School Directory Bulletin 1462, 1980-81 (Louisiana 1980).

	No. Schs.	Percent	Frq.
Senior High (Grades 9-12)	172	53.750	320
Junior High (Grades 6-10)	108	33.750	
Other (Example: Grades 7-12)	40	12.500	

VITA

Rebecca Nan Lawrence was born on March 25, 1949, at Shreveport, Louisiana. Rebecca grew up in the village of Haughton attending the Haughton School from first grade until graduation in 1967. A Bachelor of Science degree in secondary education was completed at Louisiana State University, Baton Rouge, in 1971. In 1976, a Master of Education degree in administration was received from Nicholls State University, Thibodaux, Louisiana.

Rebecca began her teaching career in January 1971, in a Terrebonne Parish seventh grade classroom. Next she taught for a year at a middle school in Jefferson Parish. Returning to Terrebonne Parish she served as the media specialist at South Terrebonne High School, 1972-80. At that school, in addition to her regularly assigned duties, she co-developed and administered a federal project for the parish-wide production of local nonprint media.

Other work experience includes public library reference services, and the vice presidency of a commercial media production corporation. During the 1980-81 school year she served as a Graduate Assistant in the Division of Instructional Support and Development and College of Education, Louisiana State University. Currently, Rebecca is an Assistant Professor of Library Science and Head, Media Division, Northwestern State University, Natchitoches, Louisiana.

EXAMINATION AND THESIS REPORT

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Major Field: Education

Title of Thesis: Nonprint Media Production in Secondary Schools

Approved:

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Date of Examination:

3/19/82